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English Language & Literature

CBSE Class 10

Edition 2022-23

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COMPLETE STUDY | COMPLETE PRACTICE | COMPLETE ASSESSMENT

English Language & Literature

CBSE Class 10

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ARIHANT PRAKASHAN (School Division Series)

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A WORD
WITH THE READERS

AllinOne English Language and Literature Class 10th has been written keeping in mind the needs of students studying in Class 10th CBSE. This book has been made in such a way that students will be fully guided to prepare for the exam in the most effective manner, securing higher grades.

The purpose of this book is to aid any CBSE student to achieve the best possible grade in the exam. This book will give you support during the course as well as advice you on revision and preparation for the exam itself. The material is presented in a clear & concise form and there are ample questions for practice.

Key Features

- Detailed Study of each section along with detailed theory, **Sample Questions, Practice Questions, and Exam Practice**
- Writing Section includes Standard Formats of all types of Writing tasks *viz* **Formal Letters, Analytical Paragraph**, etc along with Sample Questions & Practice Questions.
- Grammar part includes details of each topic along with different Rules, Exceptions etc., along with **Practice Questions** in each chapter. **Integrated Grammar Exercises** given at the end of the section.
- For complete practice of the examination **5 Sample Question Papers** based on the pattern & syllabus have been given.
- At the end of the book **Assessment of Speaking and Listening Skills** (ASL) and **Latest CBSE Sample Paper** have been given.

All-in-One English Language and Literature for CBSE Class 10th has all the material required for examination and will surely guide students to the Way to Success.

I am highly thankful to ARIHANT PRAKASHAN, MEERUT for giving me such an excellent opportunity to write this book. The role of Arihant DTP Unit and Proofreading team is praiseworthy in the making of this book.

Huge efforts have been made from my side to keep this book error free, but inspite of that if any error or whatsoever is skipped in the book then that is purely incidental, apology for the same, please write to us about that so that it can be corrected in the further edition of the book.

In the end, we would like to wish BEST OF LUCK to our readers !

Authors

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Course Structure

English Language & Literature

Section-wise Weightage

Sections		Total Weightage
A	Reading Skills	20
B	Writing Skills with Grammar	20
C	Literature Textbooks and Supplementary Reading Text	40
	Total	**80**

Note: The annual examination will be 80 marks with duration of three hours.
There will be internal assessment for 20 Marks.

PART A

Reading

20 Marks

i. Multiple Choice Questions based on a Discursive passage of 400-450 words to test inference, evaluation and vocabulary. Ten out of twelve questions to be answered. *(10x1=10)*

ii. Multiple Choice Questions based on a Case-based factual passage (with visual input- statistical data, chart, etc.) of 300-350 words to test analysis and interpretation. Ten out of twelve questions to be answered. *(10x1=10)*

(Total length of two passages to be 700-750 words)

Literature Textbooks

10 Marks

iii. Multiple Choice Questions based on an extract from drama/prose to test inference, evaluation and vocabulary. Any 1 out of 2 extracts to be done. *(5x1=5)*

iv. Multiple Choice Questions based on an extract from poetry to test analysis and interpretation. Any 1 out of 2 extracts to be done *(5x1=5)*

Grammar

10 Marks

v. Ten Multiple Choice Questions, out of twelve, to be answered (including gap filling/editing/dialogue writing). Questions shall be based on the following :

i. Tenses
ii. Modals
iii. Subject – verb concord
iv. Reported speech
    a. Commands and requests
    b. Statements
    c. Questions
v. Determiners
vi. Use of Passive Voice
vii. Clauses: Noun, Adverb, Clauses of condition and time relative clauses
viii. Prepositions

PART B Subjective Questions (40 marks)

Writing

10 marks

i. Formal letter based on a given situation (word limit 100-120 words). One out of two questions is to be answered. *5 marks*

ii. Writing an analytical paragraph based on the given map/chart/report/line graph/cue/s (word limit 100-120 words). One out of two questions is to be answered. *5 marks*

Literature

30 Marks

iii. **Four out of six** Short Answer Type Questions to be answered in 20-30 words each from FIRST FLIGHT and FOOTPRINTS WITHOUT FEET (two out of three from FIRST FLIGHT and two out of three from FOOTPRINTS WITHOUT FEET). *2x4=8 marks*

iv. **Four out of six** Short Answer Type Questions to be answered in 40-50 words each from FIRST FLIGHT and FOOTPRINTS WITHOUT FEET (two out of three from FIRST FLIGHT and two out of three from FOOTPRINTS WITHOUT FEET). *3x4=12 marks*

v. **One out of two** Long Answer Type Questions from FIRST FLIGHT to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the texts. This can be a passage-based question taken from a situation/plot from the texts. *5 marks*

vi. **One out of two** Long Answer Type Questions from FOOTPRINTS WITHOUT FEET on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. *5 marks*

All in One

COMPLETE STUDY : COMPLETE PRACTICE : COMPLETE ASSESSMENT

READING

CHAPTER

01

Reading

Reading comprehension or reading the passage is the ability of making meaning from text. The main objective to read the passages is to gain an overall understanding of what is described in the text. In Class X examination reading section consist of 20 Marks.

Types of Passages

In the examination, two types of passages have been included

(i) **Discursive Passage (400–450 words)** A discursive passage may include the opinion of a person which are generally argumentative, persuasive and interpretative. It allows students to arrive at a conclusion through reasoning and understanding rather than intuition. It presents a balanced and objective approach towards the subject being discussed.

(ii) **Case Based Factual Passage (300–350 words)** A Case Based factual passage is composed of information in a direct manner about a particular subject. It also contain visual and verbal inputs such as graphs, charts, pie-charts, etc. These passages focus completely on details or facts. It may include instructions, a report or a description. It helps the reader to develop a complete idea of a specific person, place, object or being.

Types of Questions

In the examination, Multiple Choice Questions are asked to test inferential and understanding skills of the students.

In both Case Based Factual Passage and Discursive Passage, 10 Multiple Choice Questions are asked carrying 1 mark each.

Steps to Attempt Reading Comprehension

1. Read each and every line of the passage carefully. Reading the passage twice is always helpful, as it helps in better understanding and makes it easier for the students to find answers.
2. If the title of the passage is given, read it first, as it gives the central idea of the passage.
3. Underline the difficult words while reading the passage, as you might be tested on these words in the very short answer type questions.
4. Always give emphasis on the beginning and end of the passage. These parts often hold the most important information of the passage.
5. While answering, be sure that you've clearly understood the question. Answer must be relevant to the question.
6. Ensure that you answer the question according to the marks it carries.
7. Try to use your own language and frame the answer according to the question.
8. Make sure that you use the same tense in the answer in which the question has been asked.
9. Write the question number on each answer very carefully in the answer sheet to avoid mistakes.

How to Answer Vocabulary Based Questions

These questions test the student's knowledge of words and their meanings in the context that they are written in the passage, as well as the meaning of proverbs and idioms commonly used.

The types of questions asked are

- **Word Meaning Based** If you are not sure of the meaning of the word, you will have to guess it from the context in which it is used. Just find a word or a phrase from the options given that makes the same sense as before.
- **Synonym Based** Rewrite the sentence in which the word is used, inserting only one word from the options given so that the sentence makes the same sense as before.
- **Antonym Based** Rewrite the sentence in which the word is used, inserting only one word from the options given so that the sentence makes the opposite sense from before.
- **One Word Substitution Based** Rewrite the sentence in which the word is used, inserting only one word from the options given so that the sentence makes the same sense as before.

Solved Examples

Discursive Passages

(10 Marks)

Passage 1

Read the given passage carefully and answer the questions that follow.

1. Peer pressure is a phenomenon wherein we tend to get influenced by the lifestyle and the ways of thinking of our peers. Peer pressure can prove beneficial but it is most often observed to have negative effects.
2. The thought, behaviour and taste in fashion, music, television and other walks of life of the masses are often seen to have a deep impact on society. We tend to get influenced by the lifestyle of our peer group. The changing ways of life of our peers often force us to change our ways of looking at life and leading it. It is a human tendency to do what the crowd does. Few have the courage to resist the peer pressure and be their own selves.
3. Peer pressure is bound to affect most of us both positively and negatively. The distinction between positive and negative peer pressure lies in a thoughtful analysis of the views of the masses. Following your peers blindly leaves a negative impact on your life while an analytical approach of looking at peer behaviour can help you act positively.
4. Peer pressure is not always bad. It can help you analyse yourself and contemplate on your ways of life. Some of the practices that the masses follow may actually teach you the way of living. You may be able to change yourself for the better. Looking at what others do, can help you bring about a positive change in your way of thinking. If you can pick selectively, peer pressure can actually result in a positive change in your way of life.
5. Teenage is that phase of life when you are exposed to the world outside. These are the years when you spend most of your time with your friends. Teenage is the phase of beginning to become independent in life, the years of forming your ideals and principles, the years that shape your personality and the years that introduce you to your own self. As adolescents you often spend most of your daily time with friends and owing to this, you tend to imitate your friends. The people around you are bound to influence you.
6. Parents and teachers need to be careful while dealing with teenagers, as they are most susceptible to succumb to peer pressure during these years of their life. Teenage individuals need to be taught to distinguish between the good and the bad, the right and the wrong and should be taught to be thoughtful in life.
7. A strong support from family, an ability to differentiate between positive and the negative and a skill to choose friends from among the peers - this pronged strategy is the best way to keep away from negative peer pressure.

Answer any ten of the following questions on the basis of the passage you have read. **(1 × 10 = 10)**

1. How can changing ways of life of our peers affect us?
   (a) It affects our taste in music
   (b) It forces us to change the ways in which we lead our lives
   (c) It makes us moody and temperamental
   (d) All of the above
2. Choose the option that best captures the central idea of the passage from the given quotes.

"Stay true to yourself. An original is worth more than a copy." – *Suzy Kassem*	"I'm not in this world to live up to your expectations and you're not in this world to live up to mine." – *Bruce Lee*	"People either inspire you or they drain you, choose wisely." – *Hans F Hansen*	"Those who stand for nothing fall for anything." – *Alexander Hamilton*
(i)	(ii)	(iii)	(iv)

   (a) Option (i) (b) Option (ii) (c) Option (iii) (d) Option (iv)
3. How can we distinguish between the positive and negative impact of Peer pressure?
   (a) Observation of peer behaviours.
   (b) Difference between what is good and what is bad.
   (c) A thoughtful analysis of mindsets.
   (d) A selective and choosy approach.

4. Which of the following will be the most appropriate title for the passage?
   (a) Coping with Teenagers
   (b) Coping with Peer Pressure
   (c) Peer Pressure- The Need to be Cautious
   (d) Can Peer Pressure be Positive?
5. With what approach can we obtain the positive benefits of peer pressure?
   (a) Selective approach
   (b) Open-minded approach
   (c) Observation approach
   (d) Blind belief
6. Teenage years are marked by
   (a) the formation of thoughts and ideas
   (b) the shaping of personality
   (c) the understanding of one's own self
   (d) All of these
7. According to the author, we all follow the crowd because of ....
   (a) peer pressure
   (b) our desire to fit in
   (c) our human tendency
   (d) our desire to be successful
8. Choose the option that correctly states the meaning of 'exposed', as used in the passage.
   (i) Visible
   (ii) In a vulnerable position
   (iii) Public
   (iv) Introduce someone to
   (v) Reveal
   (vi) Displayed
   (a) (i) and (iii)
   (b) (v) and (vi)
   (c) (ii) and (iv)
   (d) (iv) and (vi)
9. The phrase 'the way of living' refers to
   (a) our behaviours
   (b) our views and ideas
   (c) our likes and dislikes
   (d) All of these
10. Why are teenagers more likely to be affected by peer pressure ?
    (a) As they are more vulnerable.
    (b) As teenagers spend most of their time with their friends.
    (c) As development of mind is rapid at this stage.
    (d) As teenagers are not very selective.
11. Select the option that makes the correct use of 'succumb' as used in the passage, to fill in the space.
    (a) Amanda's desire to conform to the in-crowd made her .... to peer pressure.
    (b) Even good leaders eventually .... the ruling class.
    (c) Sonya did not .... for the tender tone Natasha used toward her.
    (d) "The weakest and least perfectly organised must always ...."
12. Which strategy ensures a positive gain from peer pressure?
    (a) A strong support from family.
    (b) An ability to differentiate between positive and negative.
    (c) A skill to choose friends.
    (d) All of the above

Answers

1. (b) It forces us to change the ways in which we lead our lives
2. (c) Option (iii)
3. (c) A thoughtful analysis of mindsets
4. (d) Can Peer Pressure be Positive?
5. (a) Selective approach
6. (d) All of these
7. (c) our human tendency
8. (c) (ii) and (iv)
9. (d) All of these
10. (b) As teenagers spend most of their time with their friends
11. (a) Amanda's desire to conform to the in-crowd made her ...... to peer pressure.
12. (d) All of the above

Passage 2

Read the given passage carefully and answer the questions that follow.

1. The seasonal problem of water taps running dry is plaguing most of our major cities. With the bigger rivers flowing in trickles and ponds and wells reduced to clay-pits, village women in remote areas have to fetch every drop of water for drinking, cooking, washing and so on, across large distances. This has only worsened a perennial problem, that of widespread pollution of water, rendering it unfit for human consumption. The monsoons and the attendant floods will not solve this problem.

2. The Delhi Administration is seriously worried about the threat to civic health posed by the polluted waters of the Yamuna. Two main tanks are to be set up to treat sewage. At present, only 60 per cent of the 200 million gallons of the city's sewage receives any kind of treatment before it is dumped into the river which supplies water not only to this city but to innumerable towns and villages downstream. The Ganga, the Yamuna, the Kaveri, in fact all our important rivers serving many urban conglomerations, are fast becoming a major source of diseases.
3. A comprehensive bill introduced in the Parliament recently, envisages the setting up of central and state boards for the prevention and control of water pollution. But it will obviously take some time before legislation is passed and effectively implemented. Meanwhile the problem continues to swell. According to a survey of eight dwelling countries conducted a couple of years ago, 90 per cent of all child deaths were due to water borne diseases. It is the same unchanged story today.
4. In a country like India, a burgeoning population continuing to use the open countryside as a lavatory means that with every dust storm and rain, human excreta laden with germs and parasites find their way to ponds, shallow wells and even the streams and rivers. Only 18 per cent of the rural folk have access to potable water.
5. A new threat that has already assumed alarming proportions is from industrial waste which is generally dumped untreated into the nearest river. For instance, for every kilogram of process hide, 30-40 litres of foul smelling, waste water has to be disposed off. There are at least 900 licensed tanneries in the organised sector. Putrefied paper and jute waste, metallic waste from straw board and textile mills, sulphur, ammonia, urea, metallic salts and corrosive acids all find their way to the rivers of India.
6. It is important not only to make new laws to ensure the purity of water, but also to realise the urgency of implementing them ruthlessly, if we are to avoid a national health disaster cutting across the barrier between towns and the countryside.

Answer any ten of the following questions on the basis of the passage you have read. **(1 × 10 =1**

1. Which problem is highlighted in the given passage?
   (a) Reduction of groundwater (b) Droughts
   (c) Water pollution (d) All of these
2. According to the passage, women in rural areas
   (a) try to obtain as much usable water (b) have to travel long distances to get water
   (c) cause water pollution (d) die due to thirst
3. Which of the following is a threat to the residents of Delhi?
   (i) Zero ground water level (ii) Lack of potable water
   (iii) Lack of the treatment of sewage (iv) Yamuna is over-polluted
   (v) Open untreated water (vi) Water borne diseases
   (a) (i), (iii) and (v) (b) (iii) and (iv) (c) (i), (ii) and (vi) (d) (iii), (v) and (iv)
4. The Delhi Administration is worried about
   (a) threat to civic health posed by polluted waters of Yamuna.
   (b) the rivers are becoming a major source of diseases.
   (c) lack of water treatment facilities.
   (d) Both (a) and (b)
5. What is the purpose of the bill mentioned in the passage?
   (a) It creates financial scope for water treatment facilities
   (b) It creates a Central and State Boards for control of water pollution
   (c) It looks into the effective implementation of legislation
   (d) It looks into the proper treatment of water bodies.
6. According to the passage, what can cut through the barrier between towns and villages?
   (a) Number of child deaths (b) Water pollution
   (c) Decreasing potable water (d) Civic health problems
7. Why are most child deaths in India due to water-borne diseases?
   (a) Due to the lack of portable water (b) Due to the open lavatory system
   (c) Lack of proper sanitation and hygiene (d) Chemicals found in water
8. The industrial waste dumped in the river is/are
   (a) Putrefied paper (b) Metallic waste (c) Corrosive acids (d) All of these

9. Which of the following will be the most appropriate title for the passage?
(a) The Inevitable Evil of Pollution
(b) Water Scarcity
(c) Water Pollutions
(d) Tackling Water Pollution

10. The phrase "is passed and effectively implemented" refers to the implementation of
(a) Amendment laws
(b) Legislations
(c) Legal punishments
(d) All of these

11. Select the option that makes the correct use of 'plaguing' as used in the passage, to fill in the space.
(a) You sure you don't have a child .... you?
(b) Xander was there for a reason and Damian was................ it.
(c) It's now likely that he'll need plastic surgery to prevent further cuts .... the rest of his career.
(d) Birds are the biggest culprit .... grape vines.

12. Choose the option that correctly states the meaning of 'dumped', as used in the passage.
(i) Garbage
(ii) Throw
(iii) Waste
(iv) Leave
(v) Sell
(a) (i) and (iii)
(b) (iv) and (v)
(c) (iii) and (i)
(d) (ii) and (iv)

Answers

1. (c) Water pollution
2. (a) try to obtain as much usable water
3. (b) (iii) and (iv)
4. (a) threat to civic health posed by polluted waters of Yamuna.
5. (b) It creates a Central and State Boards for control of water pollution
6. (b) Water pollution
7. (b) Due to the open lavatory system
8. (d) All of these
9. (d) Tackling Water Pollution
10. (b) Legislations
11. (a) You sure you don't have a child .... you?
12. (d) (ii) and (iv)

Case Based Factual Passages

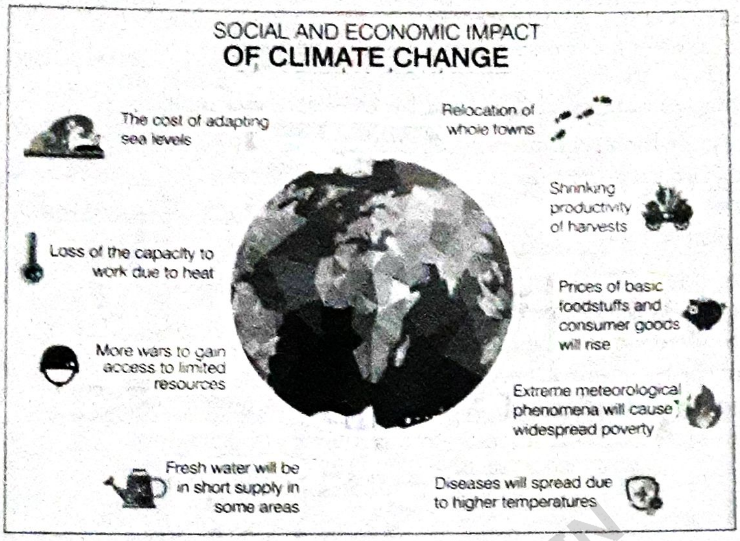
(10 Marks)

Passage 1

Read the given passage carefully and answer the questions that follow.

1. India's average temperature has already increased by around 0.7 degree Celsius during the 1901–2018 period due to Greenhouse gas emissions and by the end of 2100 it is expected to rise by approximately 4.4 degree Celsius warns the first-ever climate change assessment report by the Indian government.
2. The report Assessment of Climate Change over the Indian Region prepared by the Union Ministry of Earth Sciences (MoES) warned that the rapid changes in the temperature would mean increasing stress on India's "natural ecosystems, agricultural output and freshwater resources, while also causing escalating damage to infrastructure." This ultimately means a serious impact on "country's biodiversity, food, water, energy security and public health."
3. It said that several regions in India are global biodiversity hotspots with numerous endemic species of plants and animals and with the "climate changing more rapidly than the usual, they may face increasing threats on account of these changes."
4. The MoES report cautioned that by the end of 2100, the "frequency of summer (April–June) heat waves over India is projected to be 3 to 4 times higher" and the "average duration of heatwave events is also projected to approximately double." According to the report, the Sea Surface Temperature (SST) of the tropical Indian Ocean has also risen by one degree Celsius, on average, during 1951–2015.
5. The rise in temperature is playing havoc with India's rainfall which is significant for India's agriculture sector. The report noted that the summer monsoon precipitation (June to September) over India has declined by around six per cent from 1951 to 2015, with notable decreases over the Indo-Gangetic Plains and the Western Ghats. It stressed that the overall decrease of seasonal summer monsoon rainfall during the last 6–7 decades has led to an increased propensity for droughts over India.

6. "In particular, areas over Central India, South-West coast, Southern peninsula and North-Eastern India have experienced more than two droughts per decade. The area affected by drought has also increased by 1.3 per cent per decade over the same period. Climate model projections indicate a high likelihood of an increase in the frequency, intensity and area under drought conditions in India by the end of the twenty-first century," said the MoES report.


SOCIAL AND ECONOMIC IMPACT
OF CLIMATE CHANGE
The cost of adapting sea levels
Relocation of whole towns
Shrinking productivity of harvests
Loss of the capacity to work due to heat
Prices of basic foodstuffs and consumer goods will rise
More wars to gain access to limited resources
Extreme meteorological phenomena will cause widespread poverty
Fresh water will be in short supply in some areas
Diseases will spread due to higher temperatures

Answer any ten of the following questions on the basis of the passage you have read. **(1 × 10 = 10)**

1. According to the passage, what is the cause of the rise in Temperature?
   (a) Emission of Greenhouse gases
   (b) Destruction of the natural ecosystems
   (c) Over exploitation of the natural resources
   (d) All of these
2. Which organisation warned about the rapidly changing temperature?
   (a) Union Ministry of Earth Sciences
   (b) Ministry of Human Resources
   (c) United Nations Environment Assembly
   (d) Climate Change Assessment
3. What did the report Assessment of Climate Change highlight?
   (a) Increase in burning of the fossil fuels.
   (b) Increasing stress on India's natural ecosystems.
   (c) A serious impact on public health.
   (d) Increased heat wave.
4. What is threatened by the rapidly changing climate?
   (a) Global biodiversity hotspots
   (b) Country's biodiversity
   (c) Infrastructure
   (d) Both (a) and (b)
5. How will the temperature rise affect the summer heat waves?
   (a) Its frequency will increase but its duration would decrease.
   (b) Its frequency and duration will decrease.
   (c) Its frequency and duration will increase.
   (d) Its intensity and frequency will increase.
6. According to the given passage, the SST of the tropical Indian ocean has
   (a) reduced (b) risen (c) remained the same (d) fluctuates
7. In the line "....a serious impact", the word "impact" DOES NOT refer to
   (a) influence (b) force (c) collision (d) effect
8. Based on your understanding of the passage, choose the option that lists the social and economic impact of climate change.
   (i) Less capacity to work
   (ii) Increase in carpooling
   (iii) Discovering cures
   (iv) Loss of local species of flora and fauna
   (v) Loss of land
   (vi) Increase in luxuries
   (a) (i) and (ii)
   (b) (iii) and (iv)
   (c) (v) and (vi)
   (d) (i) and (vi)

9. How has the rise in temperature affected precipitation?
   (a) It had reduced
   (b) It has increased
   (c) It had started fluctuating
   (d) It has no effect

10. Choose the option that is NOT TRUE for the given passage.
    (a) There is a threat to the biological hotspots.
    (b) The climate change has deeply impact Indian rainfall patterns.
    (c) Droughts have reduced in the country.
    (d) The Greenhouse emissions are expected to rise by 4.4 degree Celsius.

11. According to the passage, which region's rainfall was adversely affected?
    (a) The Indo-Gangetic Plains and the Western Ghats
    (b) The Eastern Ghats
    (c) The North-Eastern States
    (d) Kerala

12. What warning has the MoES issued for the 2100 India?
    (a) That the country's biodiversity will be reduced by 50%.
    (b) That the intensity of the heat waves is projected to triple.
    (c) That rainfall is going to the drastically decline.
    (d) That there will be an increase in the intensity and frequency in drought.

Answers

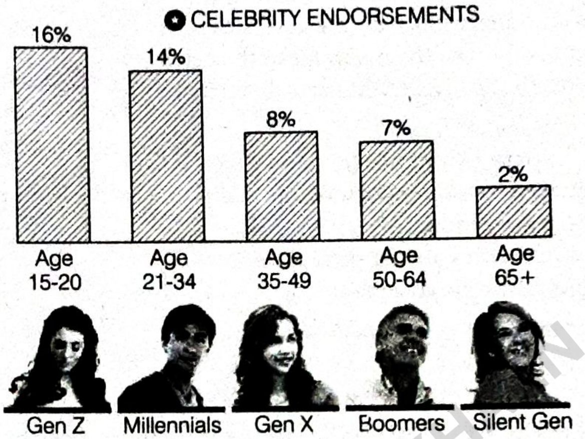
1. (d) All of these
2. (a) Union Ministry of Earth Sciences
3. (b) increasing stress on India's natural ecosystems
4. (a) Global biodiversity hotspots
5. (c) Its frequency and duration will increase
6. (b) risen
7. (b) force
8. (a) (i) and (ii)
9. (b) It has increased
10. (c) Droughts have reduced in the country.
11. (a) The Indo-Gangetic Plains and the Western Ghats
12. (b) That the intensity of the heat waves is projected to triple.

Passage 2

Read the given passage carefully and answer the questions that follow.

1. Celebrities advertising products is nothing new, in fact it has been part of our lives for years. Back in the 2000's, you couldn't sit through a commercial break without seeing the teen pop icon of that time, Britney Spears, endorsing Pepsi. The Pepsi legacy was later continued by the most famous celebrity we know of, Beyoncé. She was paid millions to promote the carbonated drink, which outraged health advocacy groups. Many concerned people questioned her ethics, as to why she was supporting a drink that plays a major role in causing obesity.
2. With the growing importance of social media in a shopper's purchase journey, companies are evolving and stepping up the endorsement game across different channels. With celebrities vouching for promoting their products, brands can increase awareness, trust and familiarity, which are important variables in the purchase decision-making process.
3. Consumers feel more sympathetic towards a brand, if their products are promoted by a celebrity they admire or relate to. It's a simple psychological effect: people believe that purchasing a product that's promoted by a celebrity they admire, will allow them to emulate the celebrity's desired traits or attract similar people into their lives. They will associate the celebrities' success, beauty, athletic skill etc. with a particular product.
4. A Research by Nielson conducted in 2015 broke down the level of trust in advertising formats by different generations. It found that celebrity endorsements resonate more strongly with Generation Z (ages 15-20) and Millennial (ages 21-34) audiences.
   Brands are taking advantage of that by increasingly utilising the social media communities of celebrities. Social media is a way for consumers, in particular those of younger demographics, to engage and build intimate connections with the celebrities they follow, making it the place for these celebrities to plug a company or a product on their personal Social media accounts.

5. While celebrity endorsements certainly help to attract consumers, its direct influence on the consumers' purchasing decisions is inconclusive. As consumers are becoming better educated and have faster access to information, blind faith in celebrity endorsement is beginning to wane. They will be attracted to a brand because of a celebrity but they will quickly move away if the product does not perform. It's the quality of your product that will keep consumers coming back, not a celebrity link.
6. A brand needs to tell the consumer why a product makes sense for them as individuals and what problem they can solve with it, not solely rely on a real-life Barbie doll, athlete or pop-culture icon. If they can't, their products will lose value over time, and consumers will be the first one to turn their backs.



Answer any ten of the following questions on the basis of the passage you have read. **(1×10=10)**

1. According to the passage, why are celebrities questioned for brand endorsements?
   (a) For evasion of tax
   (b) For increasing health effects
   (c) For the side effects of using the brand
   (d) For using wrong means to advertise misleading data
2. Big brands started hiring big celebrities to endorse their brands because
   (a) celebrities have a huge fan following
   (b) it increase awareness, trust and familiarity
   (c) it increases their profit
   (d) to achieve name and fame
3. What is the psychological effect of celebrity brand endorsements?
   (a) Association of product with the celebrity's desired feature
   (b) People become more sympathetic towards a brand
   (c) Fame factor overrides quality in the product decision-making process
   (d) All of the above
4. According to the passage, which category of people were more influenced by celebrities while buying a product??
   (a) Boomers (b) Gen Z
   (c) Millennial (d) Both (b) and (c)
5. Choose the option that lists the correct answer for the following.
   (i) Neerav is a teen who loves watching television. He exceptionally follows everything that his favorite actor does. Which category does he fit into?
   (ii) Neelam is a working woman. She follows her favorite actress on social media, and while making a decision she would consider keeping her favorite actress's choice in mind. Which category does she fit into?
   (a) Neerav belongs to Gen Z and Neelam is a Millennial.
   (b) Neerav and Neelam both belong to Gen Z.
   (c) Neerav is a millennial while Neelam is a Gen X.
   (d) Both Neerav and Neelam are millenials.

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6. Based on your understanding of the passage, choose the option that lists the variables of the decision making process.

(i) Awareness (ii) Celebrity
(iii) Trust (iv) Familiarity
(v) Ethics (vi) Knowledge
(a) (i), (v) and (vi) (b) (ii), (iii) and (iv)
(c) (i), (iii) and (iv) (d) (ii), (v) and (vi)

7. How does social media help in the endorsement of a brand ?

(a) It allows to engage and build connections with the celebrities
(b) It promotes that the product will make them similar to the celebrity
(c) It gives the opportunity to reach the level of the favorite celebrity
(d) It shows the quality of the product

8. What does the passage claim in para 6?

(a) There is no relationship between brands endorsements and purchase decision making.
(b) We should focus on quality of the product
(c) Brands must choose proper celebrities for the product
(d) Brands must steer away from false advertisement

9. Millennial belong to the age group of

(a) 15-20 (b) 21-34
(c) 35-40 (d) 10-20

10. Through which medium are brands taking advantage of the influence of celebrities?

(a) TV advertisements (b) Print media
(c) Social media (d) Brand face

11. According to the passage, brand should not rely on

(a) Real life Barbie dolls (b) Pop icons
(c) Athletes (d) All of these

12. Which word in Para 5 means 'decrease?

(a) Wane (b) Blind
(c) Attract (d) Access

Answers

1. (c) For the side effects of using the brand
2. (b) it increase awareness, trust and familiarity
3. (a) Association of product with the celebrity's desired feature
4. (d) Both (b) and (c)
5. (a) Neerav belongs to Gen Z and Neelam is a Millennial.
6. (c) (i), (iii) and (iv)
7. (a) It allows to engage and build connections with the celebrities
8. (a) There is no relationship between brands endorsements and purchase decision making.
9. (b) 21-34
10. (c) Social media
11. (d) All of these
12. (a) Wane

Exam Practice

Discursive Passages

(8 Marks)

Read the given passages carefully and answer the questions that follow.

Passage 1

1. The world is big but in a sense, it starts from me. Knowledge and awareness about my own self has to precede my knowledge of things other than me. If I want the external environment to appreciate a value, I need to do it by myself, first. In order to make the atmosphere around me green, I have to be green myself, in belief and action.
2. From dusk to dawn and dawn to dusk, our every activity leaves its footprint on the environment and ecology. It is a 24 x 7, eternal phenomenon. A laboured consciousness of having to go green in all possible areas is required in each one of us. It is after all, our own self interest and that of our descendants. The conscious application of change a few times is going to become a habit and one's culture in due course. Though we read and hear a lot on green initiatives, we hardly tweak our routines to suit the larger picture.
3. Greenery in the surroundings prevent dust and noise pollution. The way we water and manure plants also matters. Water is also a fast depleting resource. Sprinklers are one example to use and conserve it. Compost from bio —waste can be used as manure for the plants which is cost — effective and eco-friendly. We can also contribute to preservation of water bodies by not dumping our garbage in them. The use of public transport systems in the place of individual modes can reduce carbon footprint.
4. 'Reuse', `Recyle', `Re - engineer' and 'Renew' are the mantras. Let us appreciate, support and contribute our might to the promotional efforts of the community in this direction. Remember, my ecology is also the community, society and the nation that I care for which in turn cares for me. In other words, all these seemingly outward initiatives done for other are going to make my life more comfortable ultimately.
5. I have to be, therefore, concerned about what sort of environment I am responsible for, for my own sustenance, livelihood and progress. As long as my impact is positive, my presence will be welcome. If it is otherwise, I am going to be shunned. It is either `Embrace' or 'Embarrass'.
6. Green initiatives are anti — scorch earth. Air, water and soil need to be conserved for the thriving of mankind in future. The increasing onslaughts on the quality of air and soil need to be reversed. The indiscriminate exploitation of water — consumable water is only 0.3% of fresh water — needs to be stopped. The earth ought not to shrink further, continue to breathe easy. Mother earth looks for only love and care from her children and nothing more in return for all the wealth she has so generously showered on us.

Answer any ten of the following questions on the basis of the passage you have read.

1. The writer emphasises on knowing the **(1)**
   (a) external environment (b) atmosphere
   (c) world (d) self
2. Choose the option that best captures the central idea of the passage from the given quotes. **(1)**

"The Earth is what we all have in common." *–Wendell Berry*	"Progress is impossible without change and those who cannot change their minds cannot change anything." *–George Bernard Shaw*	"One of the first conditions of happiness is that the link between man and nature shall not be broken." *– Leo Tolstoy*	"Nature is painting for us, day after day, pictures of infinite beauty." *– John Ruskin*
(i)	(ii)	(iii)	(iv)

   (a) Option (i) (b) Option (ii)
   (c) Option (iii) (d) Option (iv)
3. Which of the following are the ways in which we can help in maintaining the environment? **(1)**
   (i) Planting trees (ii) Using bio manures
   (iii) Using power saving devices
   (iv) Car pooling (v) No more building
   (vi) Reducing research
   (a) (i) and (ii) (b) (i), (ii), (iii) and (iv)
   (c) (i), (v) and (vi) (d) All of these

4. The societal behaviour can help in maintaining the environment if we **(1)**
   (a) plant trees (b) use bio-manure
   (c) realise social obligation (d) All of these
5. Our life can become more productive if we **(1)**
   (a) focus on our environment
   (b) reuse, recycle and renew
   (c) do more promotional efforts
   (d) Both (a) and (b)
6. Why should one be concerned about the environment? **(1)**
   (a) For better sustenance
   (b) For betterment of culture
   (c) For betterment of self
   (d) For future generations
7. How does the author want to impact his environment? **(1)**
   (a) Negatively (b) Positively
   (c) Neutrally (d) Socially
8. According to the author, ones ecology includes **(1)**
   (a) flora and fauna
   (b) community, society and nation
   (c) everything that surround you
   (d) one's own self
9. Which of the following will be the most appropriate title for the passage? **(1)**
   (a) Knowledge and Awareness
   (b) Green Initiatives
   (c) Making the Green Initiative a part of our Lives
   (d) Environment Conservation
10. The phrase "contribute our might" refers to the contribution towards **(1)**
    (a) saving the flora and fauna
    (b) reducing pollution
    (c) development of the nation
    (d) maintenance of the environment
11. Select the option that makes the correct use of 'thriving' as used in the passage, to fill in the space. **(1)**
    (a) It is a ....centre of trade and sport.
    (b) Fruit farming is a .... industry.
    (c) Try a large variety of fruit dishes in a .... environment that is small yet cozy at the same time.
    (d) Villanueva is a clean and .... place.
12. Choose the option that correctly states the meaning of 'might', as used in the passage. **(1)**
    (i) A very small amount
    (ii) Power (iii) Ability
    (iv) Permission (v) Request
    (a) (i) and (ii) (b) (ii) and (iii)
    (c) (iii) and (iv) (d) (i) and (iv)

Passage 2

1. A youngster quit Facebook in December after spending over three years on social networking site. With that one act, he bid a silent adieu to more than 300 contacts that he had added to his account during the period. Last week a new feature on Facebook called timeline forced him to reconsider the pros and cons of being on the networking site.
2. "Everyone has some skeletons in their closet and I am just not comfortable with Facebook digging out and displaying all the facts of my life on a bulletin board", says this youngster who joined the network in July 2013.
3. Facebook, you see, had compressed the time, he spent on the site and arranged it in chronological order. And while he initially liked the new neatly organised scrapbook like feature, he wasn't happy to reveal posts from the past, those that, until recently, were hidden under layers and layers of recent updates. Just clicking on a date on the timeline could transport his friends back in time and enable them to view every embarrassing comment, link or photo he had posted on his profile.
4. "I think it's a recipe for disaster," he says. "In 2013, I had some wallposts, which seemed appropriate at a time, but now after a lapse of four years, I have moved on and don't want them to be openly displayed for all to see."
5. And he is not alone. Many users, worried about how Facebook activity could possibly effect their offline lives, are choosing to commit 'Facebook Suicide'. While some have privacy concerns,others feel that, the site that was meant to bring them closer to their friends actually does the opposite - it reduces their friendship to something superficial.
6. "Poking and liking are not enough to keep a friendship going", says a business analyst. Having quit Facebook three years ago, he prefers meeting is 'real' friends face to face, instead of reading their trite posts online. "On Facebook, people hype everyday issues including what they ate and where they went on daily basis", says this analyst who continues to use twitter.
7. "Facebook has become a time sink and it could not justify the time I spent on it, "he says, "I spend more time calling up friends or relatives over the phone now......I also go out and meet people whenever possible and have a good offline life. I do not regret the change. "Today, Facebook has 800 million users of which 37 million are Indians. The site has become an online identity for most, and many of those who decided to quit cannot overcome the

withdrawal symptoms and return. Facebook, fully aware of its addictive powers, facilitates this return by allowing users to 'deactivate' their accounts but continues to store information on its servers so that they can return from their 'break', whenever they wish.

Answer any ten of the following questions on the basis of the passage you have read.

1. Which feature of Facebook was responsible for the action of the youngster? **(1)**

(a) Poking
(b) Liking
(c) Gif's
(d) Timeline

2. Why are people generally not comfortable with the new feature? **(1)**

(a) Facebook digging out and displaying their past
(b) Facebook providing their data to other sites
(c) Facebook making their data available to all
(d) All of the above

3. How did the timeline feature work? **(1)**

(a) It categorised all the data into their types
(b) It put all data in chronological order
(c) It put together all activity into a video
(d) It set reminders for posts

4. Why is Facebook called 'A recipe for disaster'? **(1)**

(a) It displays the deleted matter
(b) It makes every post public
(c) It displays the past that was relevant then but not now
(d) They use the data for further advertisement

5. What are the concerns regarding Facebook? **(1)**

(a) Privacy
(b) Disrupts communication
(c) Creates superficial friendships
(d) All of the above

6. What did the youngster do with his Facebook account? **(1)**

(a) He updated it
(b) He deleted it
(c) He deactivated it
(d) He made it private

7. Which of the following characteristics can be apt for the lives of the people who had quit Facebook?

(i) Embarrassing
(ii) Peaceful
(iii) Real
(iv) Nostalgic
(v) Social
(vi) Addictive

(a) (ii) and (iv)
(b) (iii) and (v)
(c) (iii) and (vi)
(d) (i) and (v)

8. Select the option that makes the correct use of 'time' as used in the passage, to fill in the blank space. **(1)**

(a) It also defines his/her aims and establishes the .... needed to achieve them.
(b) A comprehensive .... of the modern Portrait of Eleanor of Aquitaine are available.
(c) In fact, if you take a look at the .... of skiing, you will see that the earliest skis were discovered in Russia in 6300 BC.
(d) The teacher showed the students how to create their historical .... to show the events in an order.

9. For what reason did the business analyst quit Facebook? **(1)**

(a) It bought forward false data regarding her friends
(b) Fear of leakage of private information
(c) She prefers meeting friends face to face
(d) She is not as tech-savvy

10. Which of the following will be the most appropriate title for the passage? **(1)**

(a) Quitting Facebook
(b) Facebook: Stay or Quit
(c) Can you Quit Facebook?
(d) Facebook- A Digital Drug

11. What shows that Facebook is aware of its addictive powers? **(1)**

(a) It deactivate feature
(b) It act of storing information in its servers
(c) Allowing users to rejoin the app
(d) All of the above

12. Choose the option that correctly states the meanings of 'digging out', as used in the passage. **(1)**

(i) To get something out of something.
(ii) To accelerate any act or event.
(iii) To find out a secret.
(iv) To look for something old.
(v) To find something that you have not used or seen for a long time.
(vi) To present an embarrassing information or photo.

(a) (ii) and (iii)
(b) Only (iv)
(c) (i) and (vi)
(d) Only (v)

Passage 3

1. Parents are changing the plots of classic fairy-tales when reading them aloud because of violence and political incorrectness. Traditional fables such as 'Little Red Riding Hood', 'The Ginger Bread Man' and 'The Three Little Pigs' were deemed the worst offenders, with parents linking some of their endings to horror films.
2. The poll which was commissioned by Music Magpie included 2000 parents and revealed that one in four took creative liberties when sharing fairytales with their children to suit their beliefs and ideologies. Meanwhile, another 16% confessed to banning them altogther.

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3. While these classic tales might seem playful and innocent on the surface, a closer look at the plot, lines and characters reveals some problematic traits. For examples, in 'Little Red Riding Hood', 'The child is eaten alive by a wolf, only to be saved by a hunter who cuts her out of the animal's stomach with an axe'. 'The Three Little Pigs' also reaches a rather gory conclusion with the pigs murdering a wolf and eating it. Lest we forget 'The Ginger Bread Man', whose protagonist is also eaten by a fox. It is an ending that's hard for parents to swallow, with one of them labelling it as 'too cruel' in the survey.
4. However, deeper analysis into some of the nations most popular tales unveiled even further issues with regards to political correctness. One in four parents found it inappropriate that 'Cindrella has to do all of the cleaning in her home while another 25% argued that 'sleeping beauty' poses a consent issue, given that prince charming kisses the princess while she is asleep. Meanwhile 27% believe that 'Pinocchio' encourages children to tell lies while one in four claim that 'The Ugly Duckling' in which an abused duckling is only accepted by society after he has grown into a swan, advocates body shaming.
5. Some of these stories have been around for generations. 'But times have charged and there are elements to these classics which for some don't really fit into society as they once did. We all agree that stories play a vital role in the growth and development of children. The books they read and the characters they get to know can become like friends. Reading stories also helps children with their confidence levels, coping with emotions and language learning.
6. So stories are a great way to learn in a natural way as there is no teaching involved in it. The learners learn from simply reading the story. The choice of stories must be judicious.

Answer any ten of the following questions on the basis of the passage you have read.

1. Why are parents changing the plots of classic fairy-tales? **(1)**
   (a) To teach moral lessons
   (b) To entertain their children
   (c) Because they feel that the original tales are inappropriate
   (d) Because they want to teach their children about consent
2. What makes the tales inappropriate? **(1)**
   (a) Discrimination (b) Violence
   (c) Abuse (d) Its values
3. What kind of liberty are the parents taking? (1)
   (a) To change the characters
   (b) To change the story to suit their ideology
   (c) To ignore many parts do the story
   (d) To understand the story through different themes
4. Which of the following issues have been found by parents in the deeper analysis of the fairytales? (1)
   (i) Body shaming (ii) Abuse
   (iii) Hygiene (iv) Consent
   (v) Racism (vi) Telling lies
   (a) (i), (ii) and (iii) (b) (iv), (v) and (vi)
   (c) (i), (iv) and (vi) (d) (ii), (iii) and (v)
5. Select the option that makes the correct use of 'poses' as used in the passage, to fill in the space(1)
   (a) The king stopped a short distance from them, as if expecting them to launch into a battle despite their relaxed ....
   (b) A friendly wagtail .... for the camera on the giant lily pad.
   (c) If you are wearing special outfits, be sure to choose .... that accentuate them.
   (d) This barbaric trade .... a serious threat to the survival of the wild chimpanzee.
6. What problem was found with Pinocchio? (1)
   (a) It taught children how to tell lies
   (b) It taught children about body shaming
   (c) It ignored the ideas of consent
   (d) It promoted violence
7. According to the passage, the plot of the story line (1)
   (a) can be used to teach the do's and don'ts of the society
   (b) does not fit into the present society
   (c) focuses on their ideas and ideologies
   (d) are very cruel and gory
8. The choice of stories must be (1)
   (a) judicious (b) appropriate
   (c) advocate growth (d) All of these
9. What is the expectation of the readers from classic tales? (1)
   (a) To be playful and innocent
   (b) To entertain while teaching moral values
   (c) To be peaceful and innocent
   (d) To only entertain
10. Which of the following will be the most appropriate title for the passage? (1)
    (a) Reading with Caution (b) Judicious Reading
    (c) Violent Fairytales
    (d) Are Fairytales Innocent?

11. Why are stories important for children? **(1)**
(a) Boosts confidence levels
(b) Help in coping with emotions
(c) Language learning
(d) All of these

12. Choose the option that incorrectly states the meaning of 'confessed', as used in the passage. **(1)**
(i) Admit (ii) Declare
(iii) Acknowledge (iv) Reveal
(v) Contradict (vi) Affirm
(a) Only (iii) (b) Only (v)
(c) Only (ii) (d) Only (vi)

Passage 4

1. Even international students whose first language is English can find themselves struggling to understand an alien academic culture. The problems are very familiar. Students' first problem is often with listening skills. They may feel nervous about this and it is certainly a steep learning curve. They need structured listening experience, for instance how to pick out the main ideas. They also need help with academic reading — how to approach an article or book, how to skim, read and make notes.
2. However, while a students confidence in listening skills grows, it is in the area of academic writing where more serious cultural differences become apparent. Much of British education is based on essay writing, but this may be a demanding task for students from other cultures. Suddenly, they are faced with the need to express their own ideas, develop their opinions and evaluate different issues, all in polished English. For some, the concept of originating this kind of written discourse can prove problematic, and they may find themselves scoring low marks because of plagiarism, or reproducing someone else's ideas. In Britain, plagiarism is regarded as academic theft, though this is not always the case in other countries. Students are expected to do research in a library before tackling an assignment, and simply regurgitating lecture notes is also not acceptable.
3. The best way to overcome these hurdles is to be prepared. The first step is to take a test to assess the English language skills needed to cope with the issues of academic culture.
4. If an accredited test indicates that a student's language skills are not sufficient to embark on a university degree, the next step is to consider pre-sessional courses, generally at the university where the student will take a degree. These can last from three weeks to an academic year, so it is wise for students to be realistic about their needs. It is generally accepted that approximately 200 hours of study are needed to improve on one bad score on some tests. Some of the 'new' universities that formed from polytechnics in 1992 are experimenting with new styles of pre-sessional and foundation courses. Elspeth Jones, Director of the Centre for Language Study at Leeds Metropolitan University explains, "Our courses are monthly, and so students from parts of the world with a different academic year can enrol at any time."
5. She feels that language training in new universities is generally more flexible than in older institutions. "Universities like ours can take students with lower language test grades and can put them through a programme that will bring them up to the required standard, though we cannot guarantee how long it will take."

Answer any ten of the following questions on the basis of the passage you have read.

1. Which problem do the international students face? **(1)**
(a) Listening skills
(b) Struggle of understanding English
(c) Writing in English
(d) Speaking in English

2. Academic writing includes **(1)**
(a) how to approach an article
(b) how to read a work
(c) how to make notes
(d) All of the above

3. Which of the following lists the ways in which a student can overcome the hurdles faced by international students? **(1)**
(i) Preparations (ii) Test
(iii) Realistic (iv) Writing practice
(v) Pre-sessional courses
(vi) Listening practice
(a) (ii), (iv) and (vi)
(b) (i), (ii) and (vi)
(c) (i), (iii) and (v)
(d) (iii), (iv) and (v)

4. Why is essay writing a demanding task? **(1)**
(a) One needs to develop ideas and evaluate issues in polished English
(b) One needs to research in library
(c) One cannot rewrite lecture notes
(d) All of the above

5. Which of the following will be the most appropriate title for the passage? (1)
   (a) Overcoming Language Hurdles
   (b) Language Training
   (c) British English- Ways to Cope
   (d) Emergence of New Kind of Courses

6. Which is the first step to overcome the hurdles associate with language? (1)
   (a) To learn the language
   (b) To assess the language skills needed
   (c) To take pre-sessional courses
   (d) To revise the basics of language

7. Select the option that makes the correct use of 'flexible' as used in the passage, to fill in the space. (1)
   (a) Paul Jones said that it was a ...... law of nature that those who will not risk, cannot win.
   (b) Tony Robbins once said that you should stay .... to your decisions.
   (c) Being a goalie in hockey requires a great deal of speed and ....
   (d) Trees which are more ...... can withstand stronger winds than those trees that are very rigid.

8. How are pre-sessional courses of new universities better? (1)
   (a) Students can enroll anytime
   (b) It takes students of all levels
   (c) It teaches in minimum time
   (d) It is very versatile

9. British education is based on (1)
   (a) essay writing
   (b) listening and speaking skills
   (c) the knowledge of grammar
   (d) writing projects

10. What is plagiarism? (1)
    (a) Incorrect usage of grammar
    (b) Using formal language in essay writing
    (c) Reproducing someone else's ideas
    (d) Academic theft

11. What is the period of pre-sessional course? (1)
    (a) 1 year (b) 3 months to a year
    (c) One month (d) 6 months

12. Choose the option that incorrectly states the meaning of 'accredited', as used in the passage. (1)
    (i) To credit
    (ii) To thank
    (iii) Officially recognised or authorised.
    (iv) To give license
    (v) Of quality
    (vi) To give an appointment
    (a) (i) and (ii) (b) (iii) and (iv)
    (c) (v) and (vi) (d) (iii) and (vi)

EXAM PRACTICE

Passage 5

1. Children today live in a world where smartphones are ubiquitous. For them, access to smartphones is natural and they are eager to have their own. There are many discussions about the ideal age for children to have their first smartphone. Obviously, every child is different and so are their circumstances. However, experts agree on the need for children to be mature and understand the scope of what they have in their hand. Children must be able to understand the dangers of sharing too many details of their life and personal data on the Internet.
2. They have to be aware that information published online remains publicly available and can be easily found. Last but not the least, they need to understand that following good manners matters; in other words, what in the online world is known as 'netiquette' is important. Experts usually agree on the fact that children may have reached the point of maturity necessary to have their own smartphone around 11-12 years.
3. Nonetheless, mobiles will require parental supervision for many reasons: to protect children, to teach them how to properly use smartphones, to avoid possible problems and finally to take responsibility for its eventual misuse.
   When looking at some statistics, we discovered from a recent study that 56% of children between 10 and 13 years have a smartphone, but most surprising is that 25% of children between 2 and 5 years also have one. Do kids need to have a smartphone at such a young age?
4. In contrast, according to another survey, 25% of parents believe that a child under 12 years must have a basic phone, 54% think that having a mobile phone is suitable for children between 13 and 15 years and 66% believe that children under 16 should not have a smartphone.
5. Among the advantages parents find in mobile phones for kids is that they can call their parents in case of emergency. Many parents give their children a very basic feature phone when they begin to walk home from school alone. But children ask their parents for a smartphone because their classmates already have one. But smartphones are not for socialising purposes only.
6. Children can learn a lot through their mobile, especially because, as parents, we teach them to take advantage of mobile educational

opportunities. The age at which kids should have their own smartphone can be a difficult decision for parents, but you have to measure the advantages and disadvantages in each particular case.

Answer any ten of the following questions on the basis of the passage you have read.

1. Why is access to mobile phone natural for today's youth? **(1)**
   (a) Because smart phones are fashionable.
   (b) Because education is completely online.
   (c) Because everything they need is given to them in the smartphone.
   (d) Because they need to keep pace with the world.

2. Choose the option that best captures the central idea of the passage. **(1)**

A lot needs to be keep in mind while giving children smartphones.	People have different opinions regarding the age at which children should be given smartphones.	Smartphones are a necessity which must be handled with caution.	Smartphones have become trendy because of its multi-functionality.
(i)	(ii)	(iii)	(iv)

   (a) Option (i) (b) Option (ii)
   (c) Option (iii) (d) Option (iv)

3. Children having smartphone must be aware that **(1)**
   (a) they must maintain manners.
   (b) they need to be mature.
   (c) their public information is publically available all the time.
   (d) their personal information is at risk.

4. What is netiquette? **(1)**
   (a) Manners to be maintained while using smartphones.
   (b) Manners to be maintained while using the internet.
   (c) New mannerism emerging with newer technology.
   (d) The ways in which one must use the social media sites.

5. Which of the following lists the prerequisites to owning a smartphone? **(1)**
   (i) Popularity (ii) Maturity
   (iii) Awareness of dangers
   (iv) Social media presence
   (v) Knowledge of scope
   (vi) Respect for elders
   (a) (i), (iii) and (v) (b) (ii), (iii) and (v)
   (c) (i), (iv) and (vi) (d) (ii), (iv) and (vi)

6. What does older generation wonder about? **(1)**
   (a) How to access internet and the gadgets.
   (b) How can small children easily navigate through internet.
   (c) Where have they lost the morals and virtues.
   (d) How to inculcate morals and virtues in the younger generations.

7. Which of the following will be the most appropriate title for the passage? **(1)**
   (a) Need of Smartphones
   (b) Smartphones a Necessary Evil
   (c) What is the Perfect Age for Children to Own Smartphones?
   (d) Is Smartphones Degrading our Lives?

8. What are the benefits of having mobile phones as mentioned in the passage? **(1)**
   (a) Socialising
   (b) Educational opportunities
   (c) Emergency calling (d) All of these

9. What is the necessity of parental supervision on smartphones? **(1)**
   (a) To protect children
   (b) To teach children how to properly use smartphones
   (c) To take responsibility of any misuse
   (d) All of the above

10. According to the passage, what is the perfect age of giving smartphones to children? **(1)**
   (a) 12 years (b) 13-15 years
   (c) 16 years (d) Can't say

11. Select the option that makes the correct use of 'supervision' as used in the passage, to fill in the space. **(1)**
   (a) The state .... is held by state superintendent, who is elected for a term of four years.
   (b) Successive editions of this work were produced under its author's .... in 1740, 1748, 1758 and 1766.
   (c) The postal and telegraph services are .... by the national government.
   (d) Here he filled the post of editor till his death and had the power to .... all works issued from the Caxton Press.

12. Choose the option that incorrectly states the meaning of 'scope', as used in the passage. **(1)**
   (i) Opportunity or possibility
   (ii) The extent of the area
   (iii) Assess or investigate
   (iv) Features and functions
   (v) Freedom (vi) Width
   (a) (ii) and (vi) (b) (i) and (v)
   (c) (iii) and (iv) (d) (i) and (iii)

Passage 6

1. Like Bunny and me, perhaps you too are beginning to think twice before having people over for lunch or dinner. Soaring food prices of everything from tomatoes to tapioca, from potatoes to pumpkins, are part of the problem, but only part.
2. The real problem is diets. Many, if not most, of the people you know, gender and age no bar, are on some sort of diet. To further complicate matters, everyone's on a different diet from everyone else. In a middle-class India, everyone is becoming health-conscious, diets are the latest fad and going on a special designer diet is even more fashionable than snapping selfies with your latest model customised iPhone.
3. There's one diet, called the Atkins diet, in which people will eat only proteins (meat, fish, eggs) and veggies, but no cereals or carbs, as carbohydrates are referred to in diatese, the special language in which dieters speak to each other.
4. Then there are people who'll eat all carbs, but won't eat wheat because wheat has gluten in it. There are diehard non-vegetarians who become vegetarian on Tuesday or during certain phases of the moon. There are vegans who are not only pure vegetarian but won't eat any animal products, like cheese or *paneer*, though food cooked in *'asli ghee'* is presumably exempt.
5. There's even something called the paleo diet or caveman's diet, in which you are only allowed to eat what our prehistoric ancestors ate before they invented agriculture. So, paleos will eat only meat (one Woolly Mammoth Butter Masala coming up), and berries, and other stuff that grows in the wild.
6. The keto diet is the latest low-carb craze to hit the active scene. In truth, it's been around for a while-decades, in fact, and has been used in the treatment of children with epilepsy-but the term is now finding a mainstream health following.
   On the plus side, it offers fast weight loss, and on the minus side .... well, according to Australian nutritionist Susie Burrel, there really isn't much on the minus side.
7. The keto (short for ketogenic) diet works when your body produces ketones from broken down fats in the liver for energy, rather than relying on insulin to convert carbohydrates. The body enters a state of ketosis-in layman's terms, using fat rather than sugar for energy.
8. Will diets spell the doom of the shared dinner table? Not at all. There's one form of diet, popularised by the likes of Anna Hazare, that'll solve the problem. It's a special diet called 'fasting', so-called because the fast is exactly that: it's so fast it's over almost as soon as it's begun. The fast feast will provide the perfect social evening, guaranteed to reduce both food bills and waistlines. And, best of all, friends can get together without worries that one day diet will do usapart.

Answer any ten of the following questions on the basis of the passage you have read.

1. According to the passage, why do we need to think twice before inviting someone for dinner? (1
   (a) Soaring prices
   (b) Lack of time
   (c) Different diets of everyone
   (d) Both (a) and (c)
2. For what reason are people attracted towards different diets? (1
   (a) They are becoming fashionable.
   (b) They are becoming health conscious.
   (c) They come under peer pressure.
   (d) They want to become thin.
3. Select the option that makes the correct use of 'diehard' as used in the passage, to fill in the space. (1
   (a) He never held office again, but he was .... in support of the causes which he had at heart.
   (b) You don't have to be a .... video game fan to buy a Game Boy.
   (c) Digital scrapbook supplies are .... for scrapbooking with your computer.
   (d) Despite this being such an electronically driven age, it should come as no surprise that some old habits ....
4. Why do people avoid wheat? (1
   (a) They are allergic to it
   (b) It contains an amount of carbohydrates
   (c) It contains gluten
   (d) It is not a protein
5. Which of the following lists the tone and mood of the author in the given passage? (1
   (i) Serious (ii) Humorous
   (iii) Defending (iv) Sarcastic
   (v) Cautious (vi) Loveable
   (a) (i) and (vi)
   (b) (ii) and (v)
   (c) (iii) and (iv)
   (d) (ii) and (iv)

6. How was the Keto-diet used earlier? **(1)**
(a) For the treatment of obesity related problems.
(b) For the treatment of children with epilepsy.
(c) For weight loss.
(d) For treatment of diabetics

7. Which of the following will be the most appropriate title for the passage? **(1)**
(a) The Differing Diets
(b) What's your Diet?
(c) Perfect Meal for a Get-Together
(d) Food Tantrums!

8. What type of diet does the passage suggest? **(1)**
(a) Fasting (b) Keto
(c) Paleo (d) Atkins

9. What is diatese? **(1)**
(a) A special diet and the words associated with it
(b) A language used by dieticians
(c) A language used by dieters
(d) A language talking of a special diet

10. How does keto-diet work? **(1)**
(a) It reduces the storage of fat.
(b) It do not rely on insulin for conversion of carbohydrates.
(c) It uses fat instead of sugar for energy.
(d) Both (b) and (c)

11. What do people generally avoid in Atkins diet? **(1)**
(a) Carbohydrates (b) Proteins
(c) Vegetables (d) Wheat

12. Choose the option that incorrectly states the meaning of 'conscious', as used in the passage. **(1)**
(i) To be careful (ii) To be aware
(iii) To be knowledgeable (iv) To have experience
(v) To have ethics (vi) To be alarmed
(a) (i), (ii) and (iii) (b) (iv), (v) and (vi)
(c) (i), (ii) and (v) (d) (ii), (iv) and (vi)

Passage 7

1. In life we sometimes have disagreements with people. When this happens, the important thing is to try not to let a calm discussion turn into a heated argument. But of course this is easier said than done.

2. The way you begin the conversation is very important. Imagine you are a student sharing a flat with another student who you think isn't doing her share of housework. If you say, 'Look, you never do your share of the housework', the discussion will very soon turn into an argument. It's much more constructive to say something like, 'I think we'd better have another look about how we divide up the housework.'

3. If you're the person who is the wrong, just admit it! This is the easiest and best way to avoid an argument just apologise and move on. The other person will have more respect for you in the future if you do that.

4. Don't exaggerate. Try not to say things like 'You always come home late when my mother comes to dinner' when perhaps this has only happened twice. This will just make the other person think you're being unreasonable, and will probably make him or her stop listening to your arguments.

5. Sometimes we just can't avoid a discussion turning into an argument. But if you do start arguing with someone, it is important to keep things under control.

6. Don't raise your voice. Raising your voice will just make the other person lose their temper too. If you find yourself raising your voice, stop for a moment and take a deep breath. If you can talk calmly and quietly, you'll find your partner will be more ready to think about what you are saying.

7. It is also very important to stick to the point. Try to keep to the topic you are talking about. Don't bring up old arguments, or try to bring in other' issues. Just concentrate on solving the one problem, and leave the other things for another time.

8. If necessary call 'Time out'. If you think that an argument is getting out of control, then you must say, 'Listen, I'd rather talk about this tomorrow when we've both calmed down'. You can then continue the discussion the next day when both of you are less tense and angry. That way there is much more chance that you will be able to reach an agreement. You'll also probably find that the problem is much easier to solve.

9. Some people think that arguing is always bad. This is not true. Conflict is a normal part of life, and dealing with conflict is an important part of any relationship. If you don't learn to argue properly, then when a real problem comes along, you won't be prepared to face it together. Think of the smaller arguments as training sessions. Learn how to argue cleanly and fairly. It will help your relationship become stronger and last longer.

Answer any ten of the following questions on the basis of the passage you have read.

1. What is easy to suggest but quite difficult to do? **(1)**
(a) To have disagreements with people.
(b) Not to let a peaceful discussion change into a heated argument.
(c) Never raise your voice
(d) To have heated argument with friends.

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2. Which of the following steps should one follow to stop arguing, according to the passage? **(1)**
(i) Keeping calm (ii) Leaving the room
(iii) Stop talking
(iv) Don't raise your voice
(v) Stick to your point
(vi) Time out
(a) (i), (ii) and (iii) (b) (iv), (v) and (vi)
(c) (i), (iii) and (v) (d) (ii), (iv) and (vi)

3. In case we are wrong what should we do to avoid argument? **(1)**
(a) Be silent (b) Exaggerate
(c) Respect (d) Apologise

4. Which of the following will be the most appropriate title for the passage? **(1)**
(a) How Not to Argue?
(b) Discussion Vs Argument
(c) Stopping an Argument
(d) How to Control Arguments?

5. What happens if a complaint is exaggerated? **(1)**
(a) The other person thinks you are unreasonable
(b) The other person think that you are overbearing
(c) The other person finds you stupid
(d) The other person stops paying any attention to you

6. Select the option that makes the correct use of 'agreement' as used in the passage, to fill in the blank space. **(1)**
(a) This .... was proposed to the General Assembly in 1870.
(b) Dean was beginning to have serious .... about the trip.
(c) It is a willing .... to a set of values and procedures and a standard of conduct.
(d) In discussing nutrition, there is often .... on the nature of the problems.

7. Which activities can help to keep arguments under control? **(1)**
(a) Learning to remain calm
(b) Learning to apologise
(c) Taking a break from the argument
(d) All of the above

8. How does 'Time Out' help' in argument? **(1)**
(a) Both people in the argument become calm
(b) One can easily come to an agreement
(c) Argument is easily solved
(d) All of the above

9. The second paragraph suggests that **(1)**
(a) we must share our workload
(b) how we start a discussion is very important
(c) our words can hurt people
(d) we must use words that do not presuppose an argument

10. What must one do while arguing? **(1)**
(a) Bring other topics into the argument
(b) Raise your voice
(c) Stop exaggerating
(d) Blaming one another

11. We can strengthen relationships by **(1)**
(a) learning to argue clearly.
(b) learning to remain calm.
(c) learning to argue fairly.
(d) learning to avoid arguments.

12. Choose the option that correctly states the meanings of 'exaggerate, as used in the passage. **(1)**
(i) To make it large
(ii) To underestimate it
(iii) To overvalue it
(iv) To overestimate it
(v) To undermine it
(vi) To understand it as important
(a) (i), (iii) and (vi) (b) (ii) and (iv)
(c) (ii) and (v) (d) (iii), (iv) and (vi)

Passage 8

1. We live in an age of wonders and miracles. It has been called the 'Age of Science', and different aspects of our life that have changed in the preceding centuries have been attributed to science. This is completely true, but it is only one side of the coin. The flip side is that as we have advanced more and more, something fundamental to humanity has been left behind. Values such as empathy and concern for our fellow-human beings are gradually being eroded due to the onslaught of our ever-evolving lifestyles, aided by the marvels of technological advancement.

2. Take the example of the Internet. On the one hand, access to information and knowledge at the click of a button is a boon to everyone making our lives much simpler. On the other, it has severely limited actual contact with teachers, friends and elders. Thus, the learning that a person gains is incomplete as he or she cannot easily take the advice that another person can give on the basis of knowledge and practical experience that is at his or her disposal.

3. Today, a small child can access and navigate the Internet with ease that still astounds those from the older generation. But what is even more astounding is the neglect of the basic human traits of friendship, society, relationships and family values. Owing to all the technological advancements and the gadgets available today, children often miss out on the most enriching of childhood experiences such as playing outdoor games with friends, which apart from being immensely enjoyable and physically exhilarating, also develops traits such as teamwork and discipline from an early age.

4. But now when the concept of friends is gradually being limited to virtual friends, one shudders to think of the implications for the personality development of a child because the time spent with computers or mobile phones for entertainment can never really substitute for the holistic benefits of outdoor play.

5. As for me I think this age of rapid development has created at least as many problems as it has solved. The reason is that the basic goal of life, the pursuit of happiness, has now been replaced by the pursuit of money. Money and happiness are considered analogous in our present society, but actually are not so. In this mindless pursuit of money, nobody has time now to appreciate the beauty of life, which consists of a simple act of kindness to someone in a time of need.

6. So there is an urgent need to stop for a moment and think about where we are actually heading- is it development or destruction? Do we have to wait until people have grown so much apart from each other that we cannot see the suffering of our own species due to our mindless greed, or can we still mend our ways?

Answer any ten of the following questions on the basis of the passage you have read.

1. According to passage, it is like one side of the coin to say that life has changed owing to science as **(1)**
   (a) age of science has brought wonders and miracles.
   (b) different aspects of life have changed due to science.
   (c) there is another side of the coin to look at.
   (d) this side of coin is true and sufficient to look at.

2. Choose the option that best captures the central idea of the passage from the given quotes. **(1)**

"The most important journey of our lives is doing good for the world, especially working for the upliftment of human conditions, human values, human dignity and human rights."? *– Amit Ray*	"It is impossible to escape the impression that people commonly use false standards of measurement — that they seek power, success and wealth for themselves and admire them in others and that they underestimate what is of true value in life."? *–Sigmund Freud*	"The saddest aspect of life right now is that science gathers knowledge faster than society gathers wisdom." ? *– Isaac Asimov*	"Rather than love, than money, than fame, give me truth.? *– Henry David Thoreau*
(i)	(ii)	(iii)	(iv)

   (a) Option (i) (b) Option (ii)
   (c) Option (iii) (d) Option (iv)

3. Internet hampers the holistic growth of a child by **(1)**
   (a) encouraging human traits of friendship, society and family.
   (b) enriching childhood experiences of outdoor games.
   (c) providing virtual friends and gadgets.
   (d) developing teamwork and discipline.

4. Which of the following lists the values that humans have lost with advancement? **(1)**
   (i) Materialism (ii) Kindness
   (iii) Concern (iv) Empathy
   (v) Respect (vi) Equality
   (a) (i) and (iii) (b) (v) and (vi)
   (c) (i), (v) and (vi) (d) (ii), (iii) and (iv)

5. Which of the values are being lost due to technological advancement? **(1)**
   (a) Kindness (b) Empathy
   (c) Concern (d) All of these

6. Which of the following will be the most appropriate title for the passage? **(1)**
   (a) Understanding Society
   (b) Technological Advancement- The Flip Side
   (c) Not All is Good
   (d) Is this Development?

7. According to the passage, happiness today has become analogous to (1)
   (a) kindness
   (b) selfishness
   (c) money
   (d) power

8. Select the option that makes the correct use of 'navigate' as used in the passage, to fill in the space. (1)
   (a) You can .... this site by subject or by alphabet.
   (b) Andrew had been his confidante and mentor whose guidance had helped him .... his role properly.
   (c) The improvement of the Missouri is far more difficult to .... than the Mississippi-was begun by Congress in 1832.
   (d) She was more comfortable on the ground crawling than trying to .... the shaking earth on her feet.

9. According to the passage the true happiness lies in (1)
   (a) simple act of kindness
   (b) rapid development
   (c) multi- billion dollar skyscrapers
   (d) pursuit of money

10. What does older generation wonder about? (1)
   (a) How to access internet and the gadgets.
   (b) How can small children easily navigate through internet.
   (c) Where have they lost the morals and virtues.
   (d) How to inculcate morals and virtues in the younger generations.

11. What are the benefits of playing outdoor games as mentioned in the passage? (1)
   (a) Enjoyable
   (b) Physically exhilarating
   (c) Develops traits such as teamwork and discipline
   (d) All of the above

12. Choose the option that incorrectly states the meaning of 'analogous', as used in the passage. (1)
   (i) To be equal
   (ii) To be similar
   (iii) To be comparable
   (iv) To perform similar function
   (v) To be related
   (vi) To be symmetrical
   (a) (i) and (ii)
   (b) (i) and (iv)
   (c) (v) and (vi)
   (d) (i) and (v)

Case Based Factual Passages

Read the given passages carefully and answer the questions that follow.

Passage 1

1. Coronaviruses were discovered in the 1960s. The name 'coronavirus' is derived from the Latin corona, meaning crown or halo. The new type of coronavirus outbreak came to light on 31st December, 2019 when China informed the World Health Organisation of a cluster of cases of pneumonia of an unknown cause in Wuhan city in Hubei Province. Subsequently the disease spread to more Provinces in China and to the rest of the world. The WHO has declared it a pandemic. The virus has been named SARS-CoV-2 and the disease is now called COVID-19.

2. Some of the symptoms of the coronavirus are fever, cough, runny nose, sore throat, headache and trouble breathing. These symptoms are very much like those people have with a cold or the flu. The virus can be more serious in some people, especially if they are sick or have a weak immune system, like the elderly people.

3. The virus appears to spread mainly from person to person. The transmission occurs when someone comes into contact with an infected person. For example, a cough, sneeze or handshake could cause transmission. There is no specific vaccine or medication to cure the disease, but generally, symptoms will go away on their own. A set of preventive measures are usually followed in case someone gets infected. This includes keeping infected people in quarantine for a certain period, generally fourteen days.

   To protect yourself from the virus, here are six recommendations to follow:
   - Avoid contact with people who are already infected.
   - Wash your hands well and regularly with soap and water or use hand sanitizer.
   - Avoid touching your eyes, nose and mouth if you haven't washed your hands.
   - Clean and disinfect surfaces and objects that people touch a lot.
   - Stay home when you are sick.
   - Cover your cough or sneeze with a tissue.

Data of Top Five Countries (As on 25th August, 2020) Affected with Corona Virus

Name	**Cases-cumulative total**
Global	23,311,719
United States of America	5,612,163
Brazil	3,582,362
India	3,106,348
Russian Federation	961,493
South Africa	609,773
Peru	585,236

Answer any ten of the following questions on the basis of the passage you have read.

1. The word 'corona' in Latin means .... **(1)**
(a) square (b) crown or halo
(c) crowd (d) round

2. When did China inform about the new virus? **(1)**
(a) On 31st Dec, 2019
(b) On 30th Dec, 2019
(c) On 30th Nov, 2019
(d) On 31st Dec, 2019

3. The first case of this virus was reported in **(1)**
(a) The Hubia city of China
(b) Beijing, China
(c) New Delhi, India
(d) Hubei Province of Wuhan city in China

4. What does the word 'Pandemic' mean in the passage? **(1)**
(a) A disease prevalent over a city
(b) A disease prevalent over a state
(c) A disease prevalent over a whole country of the world
(d) A disease prevalent over a few cities

5. What is the name of the virus which causes corona? **(1)**
(a) SAARC-CoV-19
(b) COVID-19
(c) SAARS-CoV-19
(d) SARS-CoV-2

6. Which organisation declared the virus as a pandemic? **(1)**
(a) World Health Department
(b) World Healthy Organisation
(c) World Health Organisation
(d) World's Health Organisation

7. .... is one of the symptoms of COVID-19 **(1)**
(a) Sore throat (b) High BP
(c) High Blood Sugar (d) Rashes on the skin

8. According to the passage, which country has the maximum corona virus cases? **(1)**
(a) India (b) Peru
(c) United States of America (d) Brazil

9. Based on your understanding of the passage, choose the option that lists the ways in which we can protect ourselves from the virus. **(1)**

(i) Shaking hands (ii) Washing hands
(iii) Going out and meeting people (iv) Coughing in open
(v) Wearing masks (vi) Maintain Cleanliness

(a) (i), (iv) and (v)
(b) (ii), (v) and (vi)
(c) (i), (iii) and (iv)
(d) (iii), (ii) and (vi)

10. Which of the following is TRUE regarding the passage? **(1)**
(a) It suggests a cure to the disease.
(b) It tell us about the new pandemic.
(c) According to it, the pandemic is natural.
(d) China has reported highest number of cases of infected people.

11. The quarantine suggested in the passage is for the period of
(a) 10 days (b) 14 days
(c) 7 days (d) 1 month

12. According to the passage, who are more at risk of the disease?
(a) Old people (b) Weak people
(c) Children (d) All of these

Passage 2

1. Tourism, for millennia, has been a perpetual industry. Though initially unorganised and highly chaotic, it retained a place in each nook of history. Present tourism scenario in India is on the rise, with destinations grabbing eyeballs globally and domestically. Being the youngest nation in the world, it's no wonder that the aggregate of

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"millennials" spends more time and money on travel than previous generations. This could be huge for the economy of various states that rely majorly on tourism, if only it were sustainable.

2. Unsustainability prevails throughout the country, in states with higher domestic tourist inflow than foreign. The Dev Bhoomi is a prime example. No matter how popular, Uttarakhand tourism is loop-holed through and through.
3. Approx. 80% of tourists arrive to complete the Char Dham Yatra. Such unchecked tourism puts immense pressure on natural and infrastructure facilities. The extreme shortage of accommodation in correspondence with thriving footfalls has led to the construction of illegal buildings, the majority of which exist on riverbanks. With an increasing number of tourists coming in through private vehicles to save "transportation money", pollution levels are rising, increasing temperatures in return. With unlawful construction and pollution on riverbanks, the Ganges could cause direct harm to local species in Rishikesh and Haridwar.
4. Around 10,000 hilly areas are being converted for the construction of roads alone. We know, roads are basic infrastructure, but the Forest Conservation Act requires a project developer to plant trees in a non-forest/degraded forest area equal to or twice the trees it's clearing respectively, to compensate which does not happen.
5. The India State of Forest Report illustrates how Uttarakhand is losing its forest cover, which has indirect development through tourism, at its core. The Government and private tour operators may think they can deny allegations, but the charts speak for themselves.
6. We, as consumers of the tourism industry, hold the power to cause a massive stir in this context. According to a research conducted, Uttarakhand's mass tourism comprises people between 25-35 years of age, with higher education, out with either family or friends and enough average income contribute to the local economy.
7. Regardless of what figures say, if we look forward to sustainable tourism being the target market, it leaves little choice to the rest of the hierarchy. Consciously making efforts to be responsible tourists and thinking of how to provide for the local community/environment in a way – tiny or big, could act as a catalyst in obliterating this ruckus due to ignorance. After all, there can only ever be seven Deadly Sins and wanderlust isn't one of them.

Tourist Statistics Year-2018 of Major Tourist Destinations

Sl. No.	Name of Tourist Destination	Year 2018		
		Indian	**Foreigner**	**Total**
1.	Dehradun	2453998	30291	2484289
2.	Rishikesh	656074	6044	662118
3.	Mussoorie	2870475	1550	2872025
4.	Pauri	77823	1238	79061
5.	Srinagar	203912	276	204188
6.	Kotdwar (Swargashram, Chilla)	415769	11537	427306
7.	Rudraprayag (without Kedarnath)	273700	1847	275547
8.	Kedarnath	730387	1604	731991
9.	Gopeshwar (Nandprayag, Mundoli, Tharali etc.)	245228	0	245228
10.	Joshimath (Govindghat, Ghangaria)	435537	516	436053

Answer any ten of the following questions on the basis of the passage you have read.

1. In the line ".....to cause a massive stir", the word 'stir' DOES NOT refer to (1)
   (a) problems (b) change
   (c) developments (d) difference
2. Unsustainability in tourism can be blamed on (1)
   (a) Government apathy
   (b) Domestic tourists
   (c) Foreign footfall
   (d) Illegal constructions
3. What characteristics did the files of tourism show in its earlier stages? (1)
   (a) Developing (b) Unsustainable
   (c) Unorganised (d) All pervasive
4. What does the given passage try to highlight? (1)
   (a) Tourism is unsustainable
   (b) The natural landscape of Uttarakhand must be preserved
   (c) Tourism is the main source of income for various states
   (d) All of the above

5. Why is there a pressure on Natural and infrastructural facilities? **(1)**

(a) More vehicular transports

(b) Setting up of livelihoods in the regions

(c) Unchecked footfall

(d) Deforestation

6. Based on your understanding of the passage, choose the option that lists the result of the pressures of large number of tourists. **(1)**

(i) Higher education

(ii) Illegal infrastructural constructions

(iii) Rise in pollution

(iv) Aforestation

(v) Preservation of local species of flora and fauna

(vi) Increase in local economy

(a) (ii) and (iii)

(b) (i) and (vi)

(c) (iv) and (v)

(d) (i) and (iv)

7. The pressures of large tourists results in **(1)**

(a) Illegal infrastructural constructions near river banks

(b) Rise in the levels of pollution

(c) Direct impact on the local species of flora and fauna

(d) All of the above

8. What does the Forest Conservation act vouch for? **(1)**

(a) For preservation of local species of flora and fauna

(b) To plant trees in a non-forest area equal the trees cut for construction

(c) Construction only in the non forest or degraded forest area

(d) Both (b) and (c)

9. Choose the option that lists the statement that is TRUE. **(1)**

(a) Economically backward countries will benefit from unsustainable tourism.

(b) Wanderlust is one of the seven Deadly sins.

(c) The tourism industry recognises sustainability as an important factor.

(d) Development of a country is heavily dependent on tourism.

0. Which places of Uttrakhand see maximum damage? **(1)**

(a) Rishikesh and Haridwar

(b) Dehradun and Manali

(c) Mussoorie and Nainital

(d) Char dham

11. Which place is the Major Tourist Destination? **(1)**

(a) Srinagar
(b) Rishikesh
(c) Dehradun
(d) Mussoorie

12. The Tourist statistics showed that in Uttarakhand **(1)**

(a) Domestic footfall and international footfall are almost similar.

(b) Domestic footfall is much greater than international footfall.

(c) International footfall is much higher than domestic footfall.

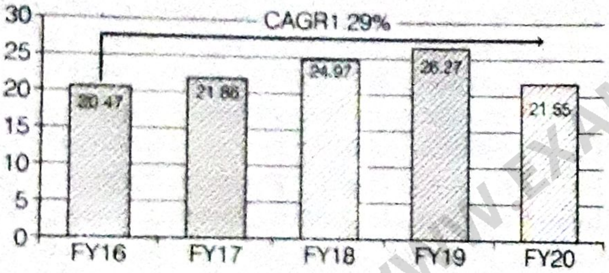
(d) Footfalls depend on religious inclinations of people.

Passage 3

1. The automobile industry in India is the world's fourth largest. India was the world's fourth largest manufacturer of cars and seventh largest manufacturer of commercial vehicles in 2019. The Indian automotive industry (including component manufacturing) is expected to reach ₹ 16.16-18.18 trillion (US$ 251.4-282.8 billion) by 2026. The industry attracted Foreign Direct Investment (FDI) worth US$ 24.21 billion during April 2000 to March 2020 according to the data released by Department for Promotion of Industry and Internal Trade (DPIIT).
2. Two wheelers and passenger vehicles dominate the domestic Indian auto market. Passenger car sales are dominated by small and mid-sized cars. Two wheelers and passenger cars accounted for 80.8 per cent and 12.9 per cent market share, respectively, accounting for a combined sale of over 21.55 million vehicles in FY20. The CAGR during FY16-FY20 is 1.29 per cent.
3. The Government aims to develop India as a global manufacturing and Research and Development (R&D) hub. It has set up National Automotive Testing and R&D Infrastructure Project (NATRiP) centres as well as National Automotive Board to act as facilitator between the Government and the industry. Under (NATRiP), five testing and research centres have been established in the country since 2015. NATRiP's proposal for "Grant-In-Aid for test facility infrastructure for Electric Vehicle (EV) performance Certification from NATRIP Implementation Society" under FAME (Faster Adoption and Manufacturing of (Hybrid) and Electric Vehicles in India) scheme was approved by Project Implementation and Sanctioning Committee (PISC) on January 03, 2019.

4. The Indian Government has also set up an ambitious target of having only EVs being sold in the country. The Ministry of Heavy Industries, Government of India, has shortlisted 11 cities in the country for introduction of EVs in their public transport system under the FAME scheme. The first phase of the scheme was extended to March 2019 while in February 2019, the Government approved FAME-II scheme with a fund requirement of ₹ 10,000 crore (US$ 1.39 billion) for FY20-22. Under Union Budget 2019-20, Government announced to provide additional income tax deduction of ₹ 1.5 lakh (US$ 2146) on the interest paid on the loans taken to purchase EVs.
5. EV sales, excluding e-rickshaws, in India witnessed a growth of 20 per cent and reached 1.56 lakh units in FY20 driven by two wheelers. The Government of India expects automobile sector to attract US$ 8-10 billion in local and foreign investment by 2023.

Number of automobiles sold in India (in millions)



Answer any ten of the following questions on the basis of the passage you have read.

1. Which industry is the fourth-largest industry in the world? **(1)**
(a) Complete automobile (b) Food
(c) Two-wheeler (d) Four wheeler

2. Which achievement of India does the passage highlight? **(1)**
(a) India becoming the largest manufacturers of cars
(b) India becoming the seventh largest manufacturer of commercial vehicles in 2019
(c) India becoming the largest car dealership market
(d) India becoming the home to the maximum number of car owners

3. What does the Department for Promotion of Industry and Internal Trade highlight? **(1)**
(a) India is the home to maximum number of two-wheelers
(b) India's car market is expanding at an exponential rate
(c) India had received a considerable amount of FDI
(d) India growing as a car manufacturer

4. Based on your understanding of the passage, choose the option that lists the initiatives taken by the government to promote the automobile industry. **(1)**

(i) Established NATRiP and a NAB
(ii) Set up 5 testing and research centers
(iii) Introduction of EV's in their public transport.
(iv) Reduction in tax on loans for EV's

(a) (i) and (ii)
(b) (iii) and (iv)
(c) (i) and (iii)
(d) All of the above

5. Choose the option that lists the statement that is NOT TRUE. **(1)**
(a) The automobile industry is the world fourth largest industry.
(b) Two wheeler and passenger vehicles dominate the domestic markets.
(c) The Ministry of Heavy Industries, has shortlisted 11 cities in the country.
(d) E-rickshaws did not witness any growth.

6. In which field does the government of India want to grow? **(1)**
(a) R and D
(b) Automobile component manufacturing
(c) Complete automobile manufacturing
(d) Grading and testing facilities of automobiles

7. The government wants to establish **(1)**
(a) National Automotive Testing and R&D Infrastructure Project centres
(b) National Automotive Board
(c) An institute focused purely on R&D
(d) Both (a) and (b)

8. What was the NATRiP's proposal? **(1)**
(a) Setting up of testing centers
(b) To provide Aid for test facility infrastructure for Electric Vehicle (EV) performance certification
(c) To adopt faster manufacturing vehicles in India
(d) All of the above

9. According to the passage, which vehicles dominate the Indian markets? **(1)**
(a) Two-wheelers
(b) Auto-Rickshaws
(c) Passenger vehicles
(d) Both (a) and (c)

10. Indian people prefers which type of passenger cars (1)
(a) XUV's (b) SUV's
(c) Small and middle sized cars
(d) All of these

11. Which fiscal year shows the highest growth level? (1)
(a) FY16 (b) FY17
(c) FY18 (d) FY19

12. What does para 4 focus on? (1)
(a) The growth of the Indian automobile industry.
(b) The purpose of NATRiP.
(c) The need of Foreign Direct Investment in the automobile industry.
(d) The ambitious target of having only the EVs being sold in the country.

Passage 4

1. Right from literacy, accessibility to schools and household expenditure on education, the rural-urban gap remains significant. There is a digital divide, too, with just 4% of the rural households having access to computers as compared to 23% in urban areas. These and other trends on rural-urban gap in education are revealed in the details of a survey conducted by the National Statistical Office (NSO).

2. The report on "Household Social Consumption: Education" surveyed 1.13 lakh households spread across over 8,000 villages and 6,000 urban blocks between July 2017 and June 2018. The study involved 1.52 lakh students across different levels of study.

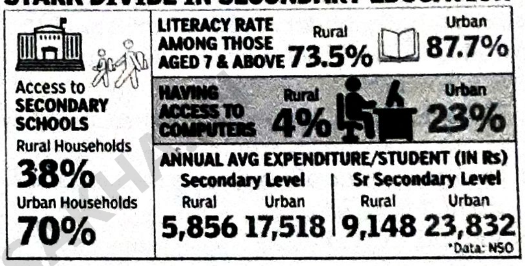
3. On accessibility, while 92.7% of the rural households have a primary school within 1 km as compared to 87.2% in urban areas, the situation gets skewed as only 38% of the rural households have access to secondary school as compared to 70% in the urban areas on similar parameters.

4. While accessibility to a neighbourhood school at primary level is not an issue in rural areas, the gross attendance ratio is also satisfactory with nearly 100% of boys and girls in rural as well as urban areas attending classes. However, in sync with reduced accessibility, there is a gap at secondary level between rural and urban settings. The all India literacy rate among persons aged 7 years and above is 77.7%. However, for the same age group, the rural literacy is 73.5% and for urban areas it is 87.7%.

5. The digital divide between rural and urban households is stark with just 4% of the rural population having access to computers. The report highlighted that while only 15% surveyed population in the rural cluster has internet access, 42% of the students in the urban areas have access to the internet.

6. At school level while the majority of the urban households had shown a preference for private schools, it's the opposite for rural households. The report highlights that 76.1% of the rural children are attending primary and middle school run by the government, while only 38% of the urban children are attending government schools. However, for graduate and above studies, 49.7% rural students are attending classes in government institutions as compared to 41% of the urban counterparts in government institutions.

STARK DIVIDE IN SECONDARY EDUCATION



Answer any ten of the following questions on the basis of the passage you have read.

1. What shows that the rural-urban gap is significant? (1)
(a) Right from literacy
(b) Accessibility to schools
(c) Household expenditure on education
(d) All of these

2. Which fact proves that there is a digital divide in the country? (1)
(a) Rural areas have no access to internet services
(b) Only 4% of rural areas have computers while in urban it is 23%
(c) Rural areas cannot afford digital or online education
(d) Only 15% of rural areas have access to the internet

3. In the line "...digital divide", the word divide DOES NOT refer to (1)
(a) gap (b) split
(c) sects (d) organise

4. The survey conducted by the NSO covered (1)
(a) over 6000 households in total.
(b) over 8000 households in total.
(c) over 8000 rural and 6000 urban households.
(d) over 1.52 lakh rural and 1.13 urban households.

5. Choose the option that lists the correct answers for the following: **(1)**
   (i) Rajan is a 14 year old boy who has been going to one of the best school near his locality which uses digital means to impart education.
   (ii) Raman is a 12 year old boy who goes to the government school nearest to his home, but he is unable to get full study material because of lack of a digital device.
   (a) The given cases show how literacy has become central agenda of the government.
   (b) The given cases show a huge gap in urban literacy rate.
   (c) The given cases show the reduction in the digital divide.
   (d) The given cases present gap in skill based resources in the rural-urban setup.

6. What data shows that the rural-urban gap is visible at the secondary level of education? **(1)**
   (a) Only 38% households of rural areas have access to secondary schools
   (b) More than 70% household in urban areas have access to secondary schools
   (c) The literacy rate of rural areas is 73.5% and for urban it is 87.7%
   (d) Both (a) and (b)

7. Based on your understanding of the passage, choose the option that lists the factors that indicate the rural-urban gap. **(1)**

(i) Right to literacy
(ii) Accessibility to schools
(iii) Household expenditure
(iv) Digital divide
(v) Employment opportunities
(vi) Infrastructural development

   (a) (i) and (ii)
   (b) (iii) and (iv)
   (c) (v) and (vi)
   (d) All of these

8. In which level of education is the condition of the rural households better? **(1)**
   (a) Secondary level
   (b) Primary level
   (c) Senior secondary level
   (d) University level

9. What does the Household Social Consumption: Education focus on? **(1)**
   (a) Rural-urban gap in education
   (b) Backtracking of the online education
   (c) How digital divide is more evident in education
   (d) Need for making technology more affordable

10. In which aspect is the condition of education in the urban and rural households equal?
   (a) On accessibility of primary schools
   (b) On accessibility of secondary schools
   (c) On gross attendance ratio of both girls and boys
   (d) On digital access of computers and internet

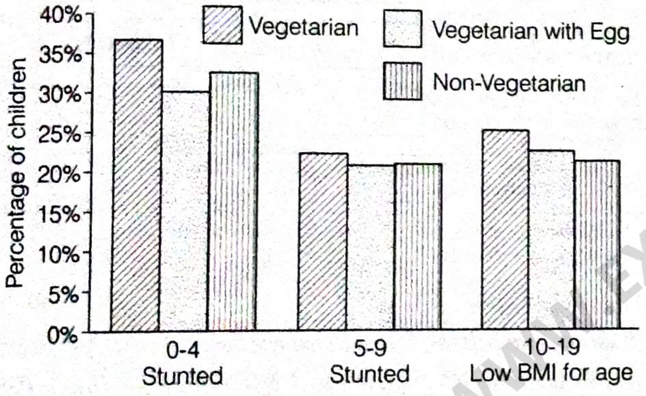
11. Majority of urban households show preference to **(1)**
   (a) home schooling
   (b) government schools
   (c) private schools
   (d) Both (a) and (c)

12. The "Household Social Consumption: Education" survey found that **(1)**
   (a) the country is still majorly composed of illiterate masses.
   (b) there is a stark divide in the secondary education received by children visa-a-vis rural-urban divide.
   (c) the country has to implement major changes to reduce the digital divide.
   (d) the country has transformed into a digital economy while majority of its population do not have digital access.

Passage 5

1. A new survey by the Ministry of Health has found distressingly high levels of malnutrition among Indian children and adolescents. Only 6.4% of children surveyed under the age of 2 had received a minimum acceptable diet. One in five children between the ages of 5 and 9 was stunted, which means that they were at a low height for their age. One in four adolescents between the ages of 10 and 19 was thin for their age.
2. Conducted between 2016 and 2018, the Comprehensive National Nutrition Survey collected data on the nutritional status of a representative sample of 1.1 lakh children and adolescents from the ages of 0 to 19 years from 29 states and Delhi.
3. The study measures the nutritional status of children in three age groups: 0-4, 5-9 and 10-19 using different techniques. For children under two years of age, the parameter measured was "minimum acceptable diet", a WHO standard that is a composite of two indicators: Dietary diversity or whether the child ate foods from four of seven food groups in the past day and Meal frequency or how often the child was fed in a day. While for adolescents, Body Mass Index was used.
4. Correlating both sets of data, it found better nutritional outcomes among those consuming non-vegetarian diets. More significantly, there is a strong correlation between the consumption of eggs and better nutritional status in most states, particularly among younger children.

5. These findings are significant in light of the debate over whether eggs should be served in lunches in government schools and Anganwadis. Several studies have shown consumption of eggs turns children healthier. Children whose mothers were vegetarian were more likely to be stunted than children whose mothers consumed eggs or meat, in all three age groups.
6. It must be noted, however, that there are several other factors at play in determining rates of stunting, including the child's area or residence, sanitation practices; the mother's education, and the wealth of the child's family.
7. Taken together, malnutrition appears highly correlated with lack of consumption of eggs and meat across age groups. There are several anomalies, as would be expected, given that this is state-level data and nutrition and dietary habits vary from district to district, these merit closer study.



Answer any ten of the following questions on the basis of the passage you have read.

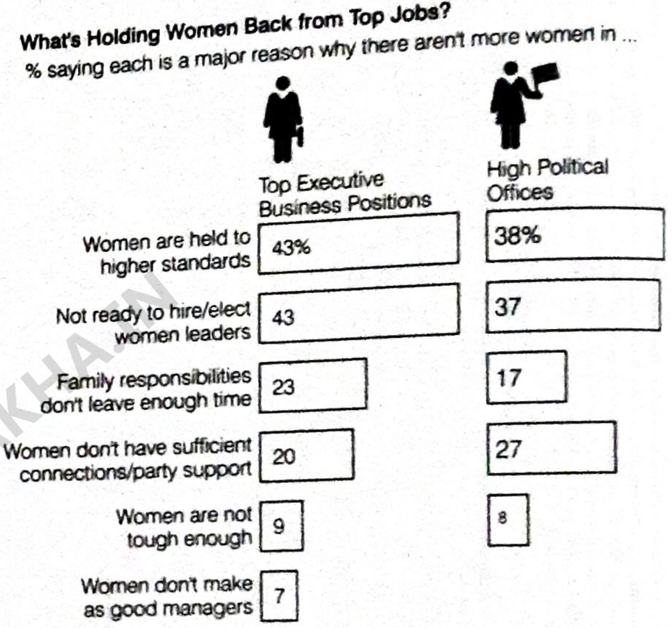
1. What does the given passage highlight? (1)
   (a) Stunting in India
   (b) Malnutrition amongst children and adolescents
   (c) The need of inclusion of eggs
   (d) Benefits of eggs
2. What did the study show? (1)
   (a) Only 6.4% children under 2 years received proper diet.
   (b) One out of five children aged 5-9 had low height.
   (c) One out of four adolescents were thin.
   (d) All of the above
3. The survey was called (1)
   (a) Nutritional survey by the Ministry of Health
   (b) Comprehensive National Nutrition Survey
   (c) minimum acceptable diet
   (d) nutritional status
4. The survey divides children into .... categories. (1)
   (a) four (b) two
   (c) three (d) five
5. Choose the option that lists the correct answers for the following. (1)
   (i) Taran is a young boy of 4 who loves to eat eggs but his mother hates eggs and any kind of meat.
   (ii) Karim is Taran's neighbour who hates eggs, but his entire family would eat eggs anytime of the day.
   (a) Taran and Karam have higher risks of stunting.
   (b) Taran has higher risk of stunting while Karim has a lower risk.
   (c) Both Taran and Karan are not at any risk of stunting.
   (d) Karim has higher risk of stunting than Taran.
6. What is dietary diversity? (1)
   (a) A WHO standard composite of two indicators.
   (b) A chart of whether the child ate foods from four of seven food groups in the past day
   (c) How often the child was fed in a day.
   (d) The amount of food items that a child needs to take for proper growth.
7. Based on your understanding of the passage, choose the option that lists the factors that affect stunting. (1)
   (i) Diet (ii) Sanitation (iii) Residence
   (iv) Education (v) Financial status (vi) Meal frequency
   (a) (i) and (ii) (b) (iii) and (vi)
   (c) (iv) and (v) (d) All of these
8. What is the significance of the debate? (1)
   (a) It highlights the needs to introduce eggs in school meals.
   (b) It highlights the need to eat eggs.
   (c) It highlights that eggs make children healthier.
   (d) All of the above
9. According to the passage, what are the anomalies of the study? (1)
   (a) It is state-level data.
   (b) Nutrition and dietary habits vary from district to district.
   (c) Data is limited to poor states.
   (d) Both (a) and (c)
10. The minimum accepted diet comprises of (1)
    (a) Dietary diversity (b) Meal frequency
    (c) Body Mass Index (d) Both (a) and (b)

11. Who showed better nutritional outcomes? (1)
(a) Non-vegetarians (b) Vegetarians
(c) Eggitarians (d) Both (a) and (c)

12. What does the passage conclude? (1)
(a) Every study comprises of anomalies.
(b) Children must be fed nutritionally fulfilling diet.
(c) Malnutrition is related to consumption of eggs and meat.
(d) The stunting of children depends upon the nutritional status of the mother.

Passage 6

1. According to the majority of Americans, women are every bit as capable of being good political leaders as men. The same can be said of their ability to dominate the corporate boardroom. And according to a new Pew Research Center survey on women and leadership, most Americans find women indistinguishable from men on key leadership traits with many saying they're stronger than men in terms of being compassionate and organised leaders.
2. So why, then, are women in short supply at the top of government and business in the United States? According to the public, it's not that they lack toughness, management chops or proper skill sets. It's also not all about work-life balance. While previous survey findings have shown that career interruptions related to motherhood may make it harder for women to advance in their careers, relatively few adults in the new survey point to this as a key barrier.
3. When it comes to characteristics that apply specifically to political and business leadership, most Americans don't distinguish between men and women. But among those who do draw distinctions, women are perceived to have a clear advantage over men in some key areas.
4. Many adults (34%) think that female politicians are better at working out compromises than their male counterparts. Only 9% say men are better. Women are perceived to have an edge over men when it comes to being honest and ethical (34% say women are better at this; 3% say men are better at it). They also have a somewhat narrower advantage over men when it comes to working to improve the quality of life and standing up for what they believe in despite political pressure.
5. Just as in the political realm, the public does not see major differences between men and women on key business leadership qualities. Where they do see gaps, women have a clear advantage over men on honesty and ethics, providing fair pay and benefits, and offering mentorship to young employees.
6. The pipeline for female leaders seems to be widening. Women have made significant gains in educational attainment in recent decades, better positioning themselves not only for career success but also for leadership positions.


What's Holding Women Back from Top Jobs?
% saying each is a major reason why there aren't more women in ...

Answer any ten of the following questions on the basis of the passage you have read.

1. What does the majority of American accept? (1)
(a) Women suffers partiality in to positions.
(b) Women have been unable to get to the top position because of society.
(c) Women are much more capable of handling top positions.
(d) Men do not justify their positions.

2. Which characteristics of women makes them leaders equivalent to men? (1)
(a) Proper skills sets
(b) Compassion and organisation
(c) Managerial power
(d) All of these

3. In the line "... as capable of being", the capability DOES NOT include (1)
(a) Political leadership
(b) Boardroom positions
(c) Training and mentorship
(d) Speed and quantity

4. With respect to the characteristics that are needed for political and business leadership, females **(1)**
(a) are at a lower position to men
(b) are at a higher position
(c) are on equal footing
(d) can't be compared to men

5. The passage clearly DOES NOT indicate that **(1)**
(a) many women don't have time to take other jobs because of family responsibilities.
(b) American people are against female leaders.
(c) women have made many education attainments in previous years.
(d) motherhood is not a key barrier for women to advance in their careers.

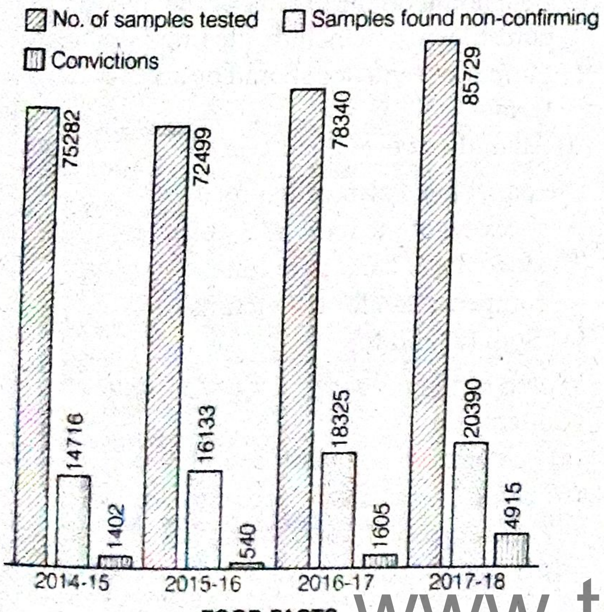
6. What does the passage tell us about female politicians? **(1)**
(a) They have higher ability at working out compromises.
(b) They are more honest and ethical.
(c) They have higher standards.
(d) Both (a) and (b)

7. Based on your understanding of the passage, choose the option that lists the thing at which women have an advantage; **(1)**

(i) Pressures (ii) Honesty (iii) Ethics
(iv) Management (v) Leadership (vi) Improvement

(a) (i),(ii) and (iii) (b) (iv), (v) and (vi)
(c) (i), (ii) and (iv) (d) All of these

8. In which fields do the women have advantage over men? **(1)**
(a) Honesty and ethics
(b) Providing fair pay and benefits
(c) Offering mentorship to young employees
(d) All of these



FOOD FACTS

9. What did the previous surveys state regarding women? **(1)**
(a) Women have to leave their careers for motherhood.
(b) Women have to face double standards.
(c) Women have to twice as hard to prove themselves.
(d) Women are not as educated for the top positions.

10. Where do the people see gaps between men and women? **(1)**
(a) In how women are more suited to top positions over men.
(b) In how women are harassed to prove herself.
(c) In how men are more suited to top level positions.
(d) In how both stand on equal footing.

11. What was the result of the comparisons drawn in the survey research? **(1)**
(a) Many old people believe that women can't become good mangers.
(b) Most males think that women are not tough enough to handle higher positions.
(c) Most companies are hesitant to hire women at top positions.
(d) Women have key advantages over men.

12. What does the author mean by 'The pipeline for female leaders seems to be widening'? **(1)**
(a) More and more women are taking leadership roles.
(b) Opportunities for women have grown significantly.
(c) With awareness, women are getting educated.
(d) Women have the power to control the society.

Passage 7

1. Data released by India's food quality regulator, the Food Safety and Standards Authority of India (FSSAI) earlier, shows that nearly 25% samples of edible goods it tested this year were found to be adulterated or in violation of prescribed standards.
2. The samples included milk and dairy products, spices, cereals as well as branded food products. A total of 85,729 samples were sent, so far. FSSAI carried out the testing following a spike in complaints from consumers over quality and adulteration, said an agency official.
3. According to the data, 20,390 samples of the 85,729 sent to the agency were found to be non-confirming to prescribed standards. While agency officials maintain that Food Safety Officers in each state regularly test samples to check for

compliance and also take recourse in cases of violations according to the Food Safety and Standards Act, 2006, experts claim that poor enforcement on the ground and a lack of awareness plague the process.

4. Consumer activist Bijon Mishra said the lengthy legal procedure involved in penalizing violators provides an opportunity to the accused to keep doing business. "Law enforcement is very poor. It takes years to finalise a case and by that time, sellers keep on making profits. Moreover, people are also not aware. Hardly anybody complains about adulteration," he added.

5. Umesh Sharma, an advocate, said enforcement of rules is very poor on the ground. "The issue is directly related to public health and the government should take serious initiatives to implement food safety rules," he said. Data from the agency shows an abysmal conviction rate.

6. In 2017, the Law Commission had issued a set of recommendations regarding the issue. The panel had recommended that IPC Sections 272 (dealing with adulteration of food and drinks) and 273 (dealing with the sale of noxious food and drinks) be amended to make adulteration a serious crime. It was also recommended that depending on the gravity of the offence, punishment can include life imprisonment and the minimum sentence should be six months' jail term.

7. The panel, headed by former Supreme Court judge BS Chauhan, also wanted amendments to Section 357 of the Criminal Procedure Code so that courts can order compensation for victims.

Answer any ten of the following questions on the basis of the passage you have read.

1. What did the data revealed by FSSAI show? **(1)**
   (a) Branded food contains cancer causing adulterants
   (b) Food items consumed violate the food quality standards
   (c) With food adulteration, food quality checks have increased
   (d) Food adulteration has grown exponentially over the years

2. Based on your understanding of the passage, choose the option that lists the punishments set for offenders. **(1)**
   (i) Life imprisonment
   (ii) Fine
   (iii) Sentence of 6 months
   (iv) Death sentences
   (v) Public shaming
   (a) (i), (ii) and (iii)
   (b) (i),(iv) and (v)
   (c) (i), (iii) and (iv)
   (d) (ii), (iii) and (iv)

3. What was the reason behind the survey? (1)
   (a) The increasing number of complaints regarding quality and adulteration
   (b) Increasing mortality rate
   (c) For consumer awareness
   (d) Increasing malnutrition

4. Which amendments were added to regulate the quality of food in India? (1)
   (a) IPC 271
   (b) IPC 272
   (c) IPC 273
   (d) Both (b) and (c)

5. What do the experts claim regarding the data? (1)
   (a) Quality of food is as per the Food Safety and Standards Act, 2006
   (b) The poor enforcement on the ground and a lack of awareness results in adulteration
   (c) The procedure of penalization is very lengthy
   (d) The officials are corrupted to the core allowing the penalized to escape

6. ………… allows the penalized to continue their business. (1)
   (a) Poor law enforcement
   (b) Higher connections
   (c) Lengthy process
   (d) The scope of the business

7. What does Umesh Sharma suggest? (1)
   (a) Revision of the acts making them stricter
   (b) Strict initiatives to implement food safety rules
   (c) Involving a third-party for solving the issue
   (d) To apply strict action against the violators

8. Which of the following recommendations were made by the law commission regarding the issue? (1)
   (a) Adulteration became a serious crime
   (b) Depending on the gravity of the offence, punishment can include life imprisonment
   (c) Minimum sentence should be six months' jail term
   (d) All of the above

9. The panel head also called for (1)
   (a) checking of the food safety officers
   (b) video data of all safety tests
   (c) compensation for the victims
   (d) Both (a) and (c)

10. Which of the following DO NOT define adulteration? (1)
   (a) Added food coloring to food items.
   (b) Using chemicals in food.
   (c) Making food items that are not organic.
   (d) Using unnatural ways to enhance the quality of food.

11. Which food items became the sample of the survey? **(1)**
(a) Milk and milk products (b) Spices
(c) Cereals (d) All of these

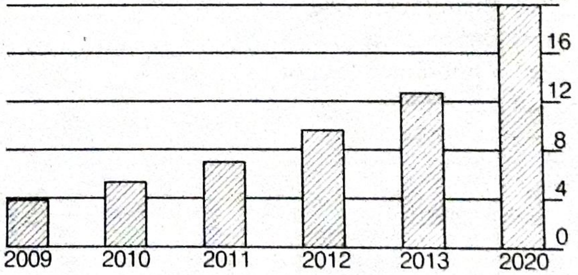
12. The agency officials claim that **(1)**
(a) there is a reduction in the number.
(b) they are regularly test samples to check for compliance.
(c) take recourse in cases of violations.
(d) Both (b) and (c)

Passage 8

1. If you went only by the number of shopping malls in the country, you would think the brick-and-mortar retail space in India is booming. By the end of this year, India will have more than 87 million square feet of shopping space in its malls. The country already has 570 functional malls, with this number having doubled over the last five years.
2. There is, however, one problem: buyers are no longer doing their shopping at malls. What looked like India's great retail growth story is turning out to be a tale of empty shopping complexes and stalled projects, with developers giving up midway instead of trying to make these projects profitable. The culprit, data suggests, could be online shopping.
3. A report by The Associated Chambers of Commerce and Industry of India pegs the growth rate of e-commerce in India at 40-50% in the next five years. Physical stores are the ones bearing the brunt of massive discounts and comfort that e-commerce has brought to the desks and palms of the youngsters who no longer feel it necessary to visit a retail outlet to buy something. According to the report, 80-85% of the space in the new malls is lying vacant. This problem is being faced by mall owners across the board, starting with metropolitan cities like Delhi, Mumbai and Chennai, followed by Ahmedabad and Hyderabad. In each of these cities, mall rentals fell by more than 40% owing to fewer footfalls.
4. At the same time, online shopping grew by over 350% in just one year, the report adds. "Apart from convenience, rising fuel price, security reasons, online discounts and availability with abundance of choices are keeping consumers indoors," said DS Rawat, Secretary General of ASSOCHAM.
5. Even then, revenues continue to come in for some of the malls. The reason: anchor stores. Anchor stores are those specialised stores that offer exclusive products generally not available online. Brands like Zara, H&M and even Starbucks are acting as anchor stores for mall owners, who are rushing to sign them, at times with revenue sharing models and larger exclusive spaces.
6. Evidently, the surge of online retail has also forced mall owners to set their priorities straight, as watching movies and dining out remains among the last few things that people cannot get delivered to their doorstep. "The arrival of the mall syndrome has accelerated the growth of cineplexes as multiplexes are the anchor tenants in most of these malls," Shravan Shroff, managing director, Shringar Cinemas.

Only 17% of Indians are online as of now, a low number compared to other countries. However, these numbers are soon set to swell up exponentially as India hits the mark of 300 million people online before the year ends, leaving mall owners as well as retailers with the mammoth task of luring people away from their computers and phones to physical stores at a time when developers are slowing down on projects.

Historical and projected growth of online retail in India ($ billion)



Answer any ten of the following questions on the basis of the passage you have read.

1. What does the given passage highlight? **(1)**
(a) Increasing number of mall in India.
(b) Growth of online retail in India.
(c) Impact of online retail on malls.
(d) The strategies that malls must utilise to increase footfall.

2. In the line, "... a tale of empty", the word "Tale" DOES NOT refer to **(1)**
(a) a story (b) a situation
(c) a report (d) an account

3. How does online retail growth affect the shopping malls? **(1)**
(a) They are empty.
(b) Mall projects are stalled.
(c) No focus on making business profitable.
(d) Both (a) and (b)

4. Based on your understanding of the passage, Choose the option that lists the ways in which the e-commerce industry had taken over malls. **(1)**

(i) Discounts (ii) Offers (iii) Travelling
(iv) Security (v) Choices (vi) Convenience

(a) (i), (ii) and (iii) (b) (iv), (v) and (vi)
(c) (i), (ii) and (v) (d) All of these

5. Lower footfall resulted in **(1)**
(a) vacant malls
(b) fall in mall rentals
(c) shutting down of malls
(d) construction of multiplexes in malls

6. Choose the option that lists the statement that is not true according to the given graph. **(1)**
(a) Between the year 2013 and 2020, online shopping has seen exponential growth.
(b) Online shopping became a part of the Indian shopping market in 2009.
(c) Online shopping saw consistency between 2009-2012.
(d) Online shopping drastically changed the shopping scenario after 2012.

7. What are keeping the buyers inside their houses? **(1)**
(a) Rising fuel price
(b) Online discounts
(c) Abundance of choices
(d) All of these

8. What are Anchor stores? (1)
(a) Stores that sell customised products.
(b) Stores that provide all kinds of stuff at one place.
(c) Stores that sell product that is not available online.
(d) Stores that offer various options of a product.

9. What depicts that the growing retail story of India is problematic? (1)
(a) Reduction in footfall.
(b) Dependence on anchor stores.
(c) Malls remaining empty.
(d) Difficulty faced by mall owners in paying rent.

10. According to the survey, which industry is bound to grow in the next five years? (1)
(a) Cineplexes (b) Food
(c) E-commerce (d) Anchor stores

11. Apart from metropolitan cities which other cities were studied in the survey? (1)
(a) Itanagar and Pune
(b) Chennai and Mysore
(c) Chandigarh and Jaipur
(d) Ahmedabad and Hyderabad

12. What Mammoth tasks will the retailers have to take? (1)
(a) Of luring people into malls.
(b) Of using the mall space efficiently.
(c) Of opening more and more anchor stores.
(d) Of starting up a new business.

Answers

DISCURSIVE PASSAGES

PASSAGE 1

1. (d) self **2.** (b) Option (ii)
3. (b) (i), (ii), (iii) and (iv) **4.** (d) All of these
5. (b) reuse, recycle and renew
6. (a) For better sustenance
7. (b) Positively
8. (b) community, society and nation
9. (c) Making the Green Initiative a part of our Lives
10. (d) maintenance of the environment
11. (b) Fruit farming is a .... industry.
12. (b) (ii) and (iii)

PASSAGE 2

1. (d) Timeline
2. (a) Facebook digging out and displaying their past
3. (b) It put all data in chronological order
4. (c) It displays the past that was relevant then but not now
5. (d) All of the above **6.** (b) He deleted it
7. (b) (iii) and (v)
8. (d) The teacher showed the students how to create their historical .... to show the events in an order.
9. (c) She prefers meeting friends face to face
10. (c) Can you Quit Facebook?
11. (d) All of the above
12. (d) Only (v)

PASSAGE 3

1. (c) Because they feel that the original tales are inappropriate
2. (b) Violence
3. (b) To change the story to suit their ideology
4. (c) (i), (iv) and (vi)

5. (d) This barbaric trade ...... a serious threat to the survival of the wild chimpanzee.
6. (a) It taught children how to tell lies
7. (b) does not fit into the present society
8. (d) All of these
9. (a) To be playful and innocent
10. (b) Judicious Reading
11. (d) All of the above 12. (b) Only (v)

PASSAGE 4

1. (b) Struggle of understanding English
2. (d) All of the above 3. (c) (i), (iii) and (v)
4. (d) All of the above 5. (b) Language Training
6. (b) To assess the language skills needed
7. (d) Trees which are more .... can withstand stronger winds than those trees that are very rigid.
8. (a) Students can enroll anytime
9. (a) essay writing
10. (c) Reproducing someone else's ideas
11. (b) 3 months to a year 12. (b) (iii) and (iv)

PASSAGE 5

1. (a) Because smart phones are fashionable.
2. (c) Option (iii)
3. (c) their public information is publically available all the time
4. (b) Manners to be maintained while using the internet
5. (b) (ii), (iii) and (v)
6. (b) How can small children easily navigate through internet
7. (c) What is the Perfect Age for Children to Own Smartphones?
8. (d) All of the above
9. (d) All of the above
10. (d) Can't say
11. (b) Successive editions of this work were produced under its author's .... in 1740, 1748, 1758 and 1766.
12. (a) (ii) and (vi)

PASSAGE 6

1. (d) Both (a) and (c)
2. (a) They are becoming fashionable.
3. (b) You don't have to be a .... video game fan to buy a Game Boy.
4. (c) It contains gluten 5. (d) (ii) and (iv)
6. (b) For the treatment of children with epilepsy.
7. (c) Perfect Meal for Get-Together
8. (a) Fasting
9. (c) A language used by dieters
10. (d) Both (b) and (c)
11. (a) Carbohydrates
12. (a) (i), (ii) and (iii)

PASSAGE 7

1. (b) Not to let a peaceful discussion change into a heated argument.
2. (b) (iv), (v) and (vi)
3. (d) Apologise
4. (d) How to Control Arguments?
5. (a) The other person thinks you are unreasonable
6. (c) It is a willing .... to a set of values and procedures and a standard of conduct.
7. (d) All of the above
8. (d) All of the above
9. (b) how we start a discussion is very important
10. (c) Stop exaggerating
11. (d) learning to avoid arguments.
12. (c) (ii) and (v)

PASSAGE 8

1. (b) different aspects of life have changed due to science.
2. (b) Option (ii)
3. (c) providing virtual friends and gadgets.
4. (d) (ii), (iii) and (iv)
5. (d) All of these
6. (b) Technological Advancement- The Flip Side
7. (c) money
8. (a) You can......this site by subject or by alphabet.
9. (a) simple act of kindness
10. (b) How can small children easily navigate through internet.
11. (d) All of the above
12. (c) (v) and (vi)

CASE BASED FACTUAL PASSAGES

PASSAGE 1

1. (b) crown or halo 2. (a) On 31st Dec, 2019
3. (d) Hubei Province of Wuhan city in China
4. (c) A disease prevalent over a whole country of the world
5. (d) SARS-CoV-2
6. (c) World Health Organisation
7. (a) Sore throat
8. (c) United States of America
9. (b) (ii), (v) and (vi)
10. (b) It tell us about the new pandemic.
11. (b) 14 days 12. (d) All of these

PASSAGE 2

1. (a) problems 2. (b) Domestic tourists
3. (c) Unorganised 4. (a) Tourism is unsustainable
5. (c) Unchecked footfall 6. (a) (ii) and (iii)
7. (d) All of the above

8. (b) To plant trees in a non-forest area equal the trees cut for construction.
9. (c) The tourism industry recognises sustainability as an important factor.
10. (a) Rishikesh and Haridwar
11. (c) Dehradun
12. (b) Domestic footfall is much greater than international footfall.

PASSAGE 3

1. (a) Complete automobile
2. (b) India becoming the seventh largest manufacturer of commercial vehicles in 2019
3. (c) India had received a considerable amount of FDI
4. (d) All of these
5. (a) The automobile industry is the world fourth largest industry.
6. (a) R and D
7. (d) Both (a) and (b)
8. (b) To provide Aid for test facility infrastructure for Electric Vehicle (EV) performance certification
9. (d) Both (a) and (c)
10. (c) Small and middle sized cars
11. (c) FY18
12. (d) The ambitious target of having only the EVs being sold in the country.

PASSAGE 4

1. (d) All of these
2. (b) Only 4% of rural areas have computers while in urban it is 23%
3. (d) organise
4. (c) over 8,000 rural and 6,000 urban households.
5. (b) The given cases show a huge gap in urban literacy rate.
6. (d) Both (a) and (b)
7. (d) All of these
8. (b) Primary level
9. (a) Rural-urban gap in education
10. (a) On accessibility of primary schools
11. (c) private schools
12. (b) there is a stark divide in the secondary education received by children visa-a-vis rural-urban divide.

PASSAGE 5

1. (b) Malnutrition amongst children and adolescents
2. (d) All of the above
3. (b) Comprehensive National Nutrition Survey
4. (c) three
5. (b) Taran has higher risk of stunting while Karim has a lower risk.
6. (b) A chart of whether the child ate foods from four of seven food groups in the past day.
7. (d) All of these
8. (a) It highlights the needs to introduce eggs in school meals
9. (d) Both (a) and (c)
10. (d) Both (a) and (b)
11. (a) Non-vegetarians
12. (c) Malnutrition is related to consumption of eggs and meat.

PASSAGE 6

1. (c) Women are much more capable of handling top positions.
2. (b) Compassion and organisation
3. (d) Speed and quantity
4. (c) are on equal footing
5. (b) American people are against-female leaders.
6. (d) Both (a) and (b)
7. (d) All of these
8. (d) All of these
9. (a) Women have to leave their careers for motherhood.
10. (a) In how women are more suited to top positions over men.
11. (d) Women have key advantages over men.
12. (a) More and more women are taking leadership roles.

PASSAGE 7

1. (b) Food items consumed violate the food quality standards
2. (a) (i), (ii) and (iii)
3. (a) The increasing number of complaints regarding quality and adulteration
4. (d) Both (b) and (c)
5. (b) The poor enforcement on the ground and a lack of awareness results in adulteration
6. (c) Lengthy process
7. (b) Strict initiatives to implement food safety rules
8. (d) All of the above
9. (d) Both (a) and (c)
10. (c) Making food items that are not organic.
11. (d) All of these
12. (d) Both (b) and (c)

PASSAGE 8

1. (c) Impact of online retail on malls.
2. (a) a story
3. (d) Both (a) and (b)
4. (d) All of these
5. (b) fall in mall rentals
6. (b) Online shopping became a part of the Indian shopping market in 2009.
7. (d) All of these
8. (c) Stores that sell product that is not available online.
9. (b) Dependence on anchor stores.
10. (c) E-commerce
11. (d) Ahmedabad and Hyderabad
12. (a) Of luring people into malls.

Self Assessment

This section consist of Five Rounds. In each round one one Discursive and Case Based Factual Passage (10 Marks each) have been given as per the CBSE Board Examination Pattern. Through these rounds student can improve their speed to solve the reading section.

Round 1

Read the given passages carefully and answer the questions that follow each passage.

Passage 1

1. A piano teacher described an interesting encounter she had with a young lady who came to inquire about music lessons. The young lady asked her, "How long will this course take? My father tells me that it is in fashion now to be able to play musical instruments and that I should learn one quickly. I want something that will be quick, fast and easy like, like........" When the amused teacher explained that it would take a lifetime of meticulous practice to learn music, her face fell and needless to say, she never came back.
2. The single most important factor that distinguishes those of us who succeed in any venture and those of us who don't is this 'instant coffee' attitude. Most of us want results quickly. We want to reach the top immediately and get worked up when things go wrong. Perseverance and patience are forgotten words. We get upset, frustrated and angry when a skill or activity requires us to put in a lot of effort and time.
3. Life is too short and there is not enough time to do all the things we want to. We tend to compare with others and get upset when they seem to be doing well-dismissing their achievement as pure luck, or think that they have support, help, approach ...... That God is being too kind to them and not to us. And so we give up.
4. But such thinking serves no good. For, it doesn't solve the problem. Life is tough for those with the 'instant coffee' attitude.
5. Success, real success and happiness come to those who have a 'bread-making' attitude. Those who are willing to knead the dough, wait for hours for it to rise, only to punch it down and knead some more, wait for another couple of hours for it to rise again, then bake it before it is ready to be eaten. Nothing is instantaneous. For every endeavour — whether in the area of career, academics, music, sports, relationships, physical fitness or even in spirituality, it is a long arduous journey.
6. Only if we are willing to put in the time, painstaking effort and have faith, can we get results. If we don't accept this difficult, but true fact of life, our lives will be far from being happy and fulfilling.

Answer any ten of the following questions on the basis of the passage you have read.

1. The young lady came to the piano teacher to .... **(1)**
   (a) tinquire about his health.
   (b) to know whether her pet came there.
   (c) ask how long it would take to learn the piano.
   (d) provide him her phone number.
2. Choose the option that best captures the central idea of the passage from the given quotes. **(1)**

Good things take time, as they should. We shouldn't expect good things to happen overnight. Actually, getting something too easily or too soon can cheapen the outcome." — *John Wooden*	"The two most powerful warriors are patience and time." – *Leo Tolstoy*	"Better three hours too soon than a minute too late." – *William Shakespeare.*	"The key is in not spending time, but in investing it:" – *Stephen R. Covey.*
(i)	(ii)	(iii)	(iv)

   (a) Option (i) (b) Option (ii)
   (c) Option (iii) (d) Option (iv)
3. Why was the teacher amused? **(1)**
   (a) Because she knew that playing the piano can be learnt quickly.
   (b) Because he knew that playing the piano cannot be learnt quickly.
   (c) Because she knew that playing the piano cannot be learnt easily and quickly.
   (d) Because she knew that the young lady cannot learn to play the piano.
4. Which of the following qualities have been forgotten in the present scenario, apart from the passage? **(1)**
   (i) Friendship (ii) Innovation
   (iii) Logic (iv) Respect
   (v) Hard-work
   (vi) Collaboration
   (a) (i), (v) and (vi) (b) (ii), (iii) and (iv)
   (c) (ii), (iii), (iv) and (v) (d) (i), (iv), (v) and (vi)

5. Which of the following words are forgotten today? **(1)**
(a) Patience (b) Impatience
(c) Perseverance (d) Both (a) and (c)

6. Select the option that makes the correct use of 'instantaneous' as used in the passage, to fill in the space. **(1)**
(a) With Jonathan, it had been .... as well.
(b) Thus the relative motion of the wheels is ....
(c) The whole effect is .... in the value of the impulse.
(d) The effect was .... and all-embracing.

7. How do we describe the achievements of others? **(1)**
(a) Pure luck (b) Hard work
(c) Never give up attitude (d) Paith in themselves

8. .... attitude is needed to be successful in life. **(1)**
(a) Rat-race (b) Instant coffee
(c) Bush-beating (d) Bread-making

9. The young lady wanted to learn something that is **(1)**
(a) easy (b) quick
(c) tough (d) Both (a) and (b)

10. For whom is the life tough? **(1)**
(a) For everyone
(b) For those with the instant coffee attitude
(c) For old people
(d) For people who have patience and perseverance

11. Which of the following will be the most appropriate title for the passage? **(1)**
(a) Time and Patience
(b) The Instant Coffee Attitude
(c) Individual Differences
(d) Perseverance- The Key to Success

12. Choose the option that incorrectly states the meaning of 'arduous', as used in the passage. **(1)**
(i) Laborious (ii) Difficult
(iii) Most promising (iv) Severe
(v) Magnificent (vi) Disorder
(a) (i), (iii) and (vi) (b) (ii), (iv) and (v)
(c) (i), (v) and (vi) (d) (ii), (iii) and (v)

Passage 2

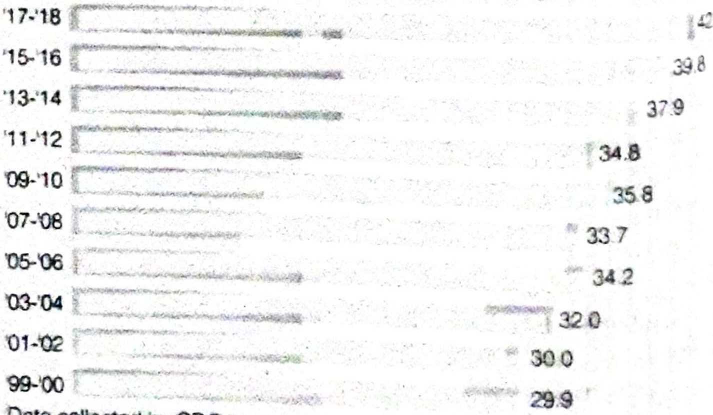
1. Obesity has been defined as a Body Mass Index (BMI) greater than 30 kg/m^2, with extreme obesity defined as a BMI greater than 40 kg/m^2. Obesity is rapidly becoming the leading cause of preventable death in the United States, with obesity-related deaths projected to soon surpass deaths related to tobacco abuse. The incidence of obesity has doubled in the United States since 1960, with one third of the adult population currently obese. Perhaps more alarming is the increase in overweight children; over the past 25 years, this rate has risen from 6% to 19%.

2. Obesity is the next major epidemiologic challenge facing today's doctors, with the annual allocation of healthcare resources for the disease and related comorbidities projected to exceed $150 billion in the United States. The incidence of obesity has risen in the United States over the past 30 years; 60% of adults are currently either obese or overweight. Obesity is assoicated with a higher incidence of a number of disease, including diabetes, cardiovascular disease and cancer. Consumption of fast food, Trans Fatty Acids (TFAs), and fructose–combined with increasing portion sizes and decreased physical activity–has been implicated as a potential contributing factor in the obesity crisis.

The use of Body Mass Index (BMI) alone is of limited utility for predicting adverse cardiovascular outcomes, but the utility of this measure may be strengthened when combined with waist circumference and other anthropomorphic measurements. Certain public health initiatives have helped to identify and reduce some of the factors contributing to obesity.

In New York City and Denmark, for example, such initiatives have succeeded in passing legislation to reduce or remove TFAs from resident's diets. The obesity epidemic will likely change practice for gastroenterologists, as shifts will be seen in the incidence of obesity-related gastrointestinal disorders, disease severity and the nature of comorbidities. The experience gained with previous epidemiologic problems such as smoking should help involved parties to expand needed health initiatives and increase the likelihood of preventing future generations from suffering the consequences of obesity.

Obesity Rates Continue to Trend Up in U.S.
Percentage of U.S. adults who are obese based on height and weight sur



Data collected by CDC based on survey of 5,000 U.S. adults
Source : Centers for Disease Control and Prevention

Answer any ten of the following questions on the basis of the passage you have read.

1. A person is said to be extremely obese if his/her **(1)**
   (a) BMI is less than 30 kg/m^2
   (b) BMI is greater than 20 kg/m^2
   (c) BMI is greater than 40 kg/m^2
   (d) BMI is greater than 30 kg/m^2

2. Deaths due to obesity are called as **(1)**
   (a) preventable deaths (b) unpresentable deaths
   (c) deadly deaths (d) natural deaths

3. Since 1960, the incidence of obesity has .... in .... **(1)**
   (a) tripled, the United Kingdom
   (b) doubled, the United Kingdom
   (c) doubled, India
   (d) doubled, the United States

4. What according to the author, is more worrying? **(1)**
   (a) Increase in overweight females.
   (b) Increase in overweight children.
   (c) Decrease in overweight children.
   (d) Males increase in overweight.

5. The annual allocation of budget in the US for obesity and related diseases is .... **(1)**
   (a) $ 50 billion
   (b) $ 70 billion
   (c) $ 150 billion
   (d) $ 150 billion

6. 60% of the adult population in USA is either .... or .... **(1)**
   (a) obese, underweight
   (b) obese, overweight
   (c) malnourished, underweight
   (d) malnourished, overweight

7. Which initiative has been taken in New York city and Denmark? **(1)**
   (a) Reduce or remove fructose from diets
   (b) Increase TFAs from diets
   (c) Reduce fast food from diets
   (d) Reduce or remove TFAs from diets

8. 'Cardiovascular outcomes' is related to **(1)**
   (a) lungs (b) intestines
   (c) nose (d) heart

9. Based on your understanding of the passage, choose the option that lists the medical problems caused by Obesity. **(1)**
   (i) Heart diseases | (ii) Diabetes | (iii) Lung diseases
   (iv) Cancer | (v) Thyroid | (vi) Hormonal disorders
   (a) (i) and (ii) (b) (iii) and (iv)
   (c) (v) and (vi) (d) All of these

10. Which of the following is NOT TRUE as per the passage? **(1)**
    (a) Obesity is most common amongst late teenagers in America.
    (b) Obesity has been termed as an epidemic.
    (c) Obesity is defined in terms of the Waist Hip Ratio.
    (d) Obesity is related to smoking.

11. The word .... in para 2 is a synonym of 'granting'. **(1)**
    (a) associated (b) allocation
    (c) consumption (d) contributing

12. The word comorbidities refers to .... **(1)**
    (a) a medical condition of two disorders or diseases coexisting at once.
    (b) a medical condition of more than two disorders.
    (c) a disease occurring in stages.
    (d) None of the above

Round 2

Read the given passages carefully and answer the questions that follow each passage.

Passage 1

1. Nearly, all sports practised nowadays are competitive. You play to win and the game has little meaning unless you do your utmost to win. On the village green, where you pick up sides and no feeling of local patriotism is involved, it is possible to play simply for the fun and exercise; but as soon as the question of prestige arises, as soon as you feel that you and some larger unit will be disgraced if you lose, the most savage combative instincts are aroused. Anyone who has played in a school football match knows this. At the international level, sport is frankly mimic warfare. But the significant thing is not the discursive behaviour of the players but the attitude of the spectators and of the nations who work themselves into furies over the absurd contests, and seriously believe at any rate for short periods that running, jumping and kicking a ball are tests of national virtue.

2. In England, the obsession with sport is bad enough, but even fiercer passions are aroused in young countries where game-playing and nationalism are both recent developments. In countries like India or Burma, it is necessary at football matches to have

strong cordons of police to keep the crowd from invading the field. In Burma, I have seen the supporters of one side break through the police and disable the goalkeeper of the opposing side at a critical moment. The first big football match that was played in Spain about fifteen years ago, led to an uncontrollable riot.

3. As soon as strong feelings of rivalry are aroused, the notion of playing the game according to rules always vanishes. People want to see one side on top and the other humiliated and they forget that victory gained through cheating or through the intervention of the crowd is meaningless. Even when spectators don't intervene physically, they try to influence the game by cheering their own side and 'rattling' opposing players with boos and insults. Serious sport has nothing to do with fair play. It is bound up with hatred, jealousy, boastfulness, disregard of all rules and sadistic pleasure in witnessing violence: in other words, it is war without the shooting.

Answer any ten of the following questions on the basis of the passage you have read.

1. What does the passage discuss about? **(1)**
   (a) Sports and media
   (b) sports and sportsmen
   (c) Sports and its competitiveness
   (d) Sports and patriotism

2. These days playing a game has .... meaning. **(1)**
   (a) a little (b) little
   (c) no (d) few

3. Which of the following factors make any competition meaningless? **(1)**
   (i) Pride (ii) Patriotism
   (iii) Cheating (iv) Prestige
   (v) Intervention (vi) Rivalry
   (a) (i) and (v)
   (b) (ii) and (iv)
   (c) (iii) and (v)
   (d) (iii) and (vi)

4. Which of the following will be the most appropriate title of the passage? **(1)**
   (a) Sports : Competition or War
   (b) If Sports a Correct Measure for Patriotism?
   (c) Whose Side are you on?
   (d) Savage Instincts in Sports

5. Where was the football game held 15 years ago which led to an uncontrollable riot? **(1)**
   (a) England (b) Spain
   (c) Burma (d) India

6. Select the option that makes the correct use of 'mimic' as used in the passage, to fill in the blank space. (1)
   (a) We're attempting to artificially .... new specie of melons and berries.
   (b) Tradition ascribes the origin of the .... to a religious dance.
   (c) Birds may also be deceived by insects that .... others who they have found to be uneatable.
   (d) Garrick's French descent and his education may have contributed to his .... habits.

7. In some countries playing a game is linked to ...... (1)
   (a) culturalism (b) pluralism
   (c) team-spirit (d) nationalism

8. How does the author describe the 'serious sport'? (1)
   (a) It is war with shooting
   (b) It is playing with a gentleman spirit
   (c) It is playing with reward
   (d) It is war without shooting

9. Which word in the passage is the opposite of 'praises'? (1)
   (a) Rules (b) Insults
   (c) Boastfulness (d) Shooting

10. Choose the option that correctly states the meaning of 'instincts', as used in the passage. (1)
    (i) A behaviour (ii) A gift
    (iii) Intuition (iv) A pattern
    (v) A sense (vi) Drive
    (a) (i) and (iv) (b) (iii) and (vi)
    (c) (ii) and (v) (d) (iii) and (iv)

11. The word in para 3 which means 'disappear' is (1)
    (a) vanishes (b) violence
    (c) witnessed (d) shooting

12. The word .... in para 3 is a synonym of 'arrogance'. (1)
    (a) hatred (b) jealousy
    (c) disregard (d) boastfulness

Passage 2

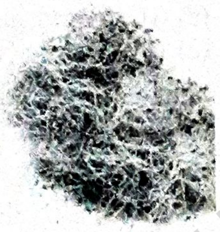
1. Sprouts relatively contain the largest amount of nutrients per unit of any food known to man. Sprouts produce a fountain of power for chemical changes. Enzymes are produced, starch gets converted into glucose, protein is transformed into amino acids and vitamin value increases. In fact, a new explosion of life force takes place. According to Dr Bailey of the University of Minnesota, USA, the vitamin C value of wheat increases 600% in the early sprouting period. Dr CR Shaw of the University of Texas Cancer Centre found that cancer was inhibited upto 90% when healthy bacteria were exposed to a cancer causing substance in the presence of a juice made from wheat sprouts.

2. Enzymes, which initiate and control almost every chemical reaction in our bodies, are greatly activated in the sprouting process. Enzymes spark the entire digestive system to synthesise the nutrients in our food into blood. They are the key to longevity.

3. Sprouts are enjoyed more when they are fresh. Mix sprouts with other foods and dressing according to your taste and enjoy eating them. But you must eat them every day you will soon realise that making sprouts a part of your diet has a dramatic effect on your health. With this live food, all the cells of your body will become active and agile.

4. The nourishment which develops as the sprouts grow is very stable and can be frozen or dried for future. Sprouted potato or tomato seeds are likely to be poisonous. Alfalfa and moong bean sprouts are excellent soft food. They are almost predigested and can be easily assimilated even by the children and the elderly. They contain every known vitamin in perfect balance necessary for the human body.

Health Benefits of Sprouts



- Aid in digestion
- Boost immune system
- Aid in weight management
- Protect body against cancer
- Improve blood circulation in body
- Help to reduce risk of heart ailments
- Help in growth and development of body
- Reduce risk of neural tube defects in infants
- Help to prevent cataracts and mascular degeneration
- Inhibit growth of cold sores and reduce effect of allergic reactions and asthma

Caution : Wash well before use to prevent any type of microbial infection

Answer any ten of the following questions on the basis of the passage you have read.

1. In the line "...... can be easily assimilated' the word 'assimilated' DOES NOT refer to (1)
(a) similarity
(b) used
(c) taken in
(d) absorbed

2. Which element initiates chemical reaction in our body? (1)
(a) Enzymes (b) Sprouts
(c) Bacteria (d) Vitamins

3. According to Dr CR Shaw, cancer was inhibited upto ...... with the help of sprouts. (1)
(a) 80% (b) 90%
(c) 20% (d) 95%

4. Which of the following is a key to 'longevity'? (1)
(a) Starch (b) Vitamins
(c) Calcium (d) Enzymes

5. How should we eat sprouts? (1)
(a) Fresh with spices
(b) Cooked with other foods
(c) With any dressing
(d) All of these

6. As per the passage eating sprouts is good for (1)
(a) children (b) adults
(c) the elderly (d) All of these

7. Which vegetable seeds are likely to be poisonous when sprouted? (1)
(a) Potato (b) Onion
(c) Moong bean (d) Alfalfa

8. The qualities of sprouts as mentioned in the last para of the passage are (1)
(i) excellent soft food
(ii) predigested
(iii) can be easily assimilated
(iv) contain poisonous element

Codes
(a) (i) and (ii) (b) (i), (ii) and (iii)
(c) (iii) and (iv) (d) (i), (iii) and (iv)

9. The word .... from the passage means absorb of 'digest'. (1)
(a) assimilated (b) predigest
(c) dried (d) soft

10. Choose the option that lists the statement that is NOT TRUE. (1)
(a) Sprouts contain hard proteins that are not easily digested.
(b) The perfect balance of the vitamins in the body can be obtained from sprouts.
(c) In the sprouting process, enzymes are greatly activated.
(d) All of the above

11. Sports helps the human body by (1)
(a) boosting immunity.
(b) reducing risk of cardiovascular diseases.
(c) reducing risk of allergic reactions.
(d) All of the above

12. Which of the following is not a step in the sprouting process? (1)
(a) Production of enzymes.
(b) Conversion of starch into glucose.
(c) Release of essential vitamins.
(d) Transformation of protein into amino acids.

Round 3

Read the given passages carefully and answer the questions that follow each passage.

Passage 1

1. "Hazards are natural, Disasters are not." Hazards such as floods and earthquakes become disasters when society lacks the ability to cope with them. Children have the right to be both safe and secure in school and to be assured of educational continuity, even in the face of disasters and emergencies. We send our children to the school to get educated, and till a few decades ago, we did not have to dwell too much on the safety of our children in the schools; we took it for granted, for the school was always synonymous with the word 'safe'. Unfortunately, it is no longer the case.
2. From natural calamities to the man-made ones, from the negligence of man to the beast like action of man, our children are no longer safe in school. Some of these disasters could have been averted by simple prevention and preparedness. We, as parents, must make certain that we are aware of the norms and regulations that a school must follow, and keep a vigil on their compliance.
3. The terror attacks on schools should jolt the parents of school-going children in India out of their complacency, and they should become more aware. Creating a safe environment for the children in school is the most important task, as in the case of any emergency they are the most vulnerable.
4. National Disaster Management Authority (NDMA) of the Ministry of Home Affairs, strongly feels that there has to be a structural as well as non-structural interventions to ensure the safety of the children. Structural interventions would include strict check on the guidelines set up for school buildings, while non-structural would mean educating the staff, teachers and students about disaster management. The Ministry insists that every school must adopt a school safety programme targeting the educational institutions, emergency officials, teachers, students and even the community at large. Under this programme, the students learn about safety measures, thus becoming future disaster managers, while a disaster resilient society is built by way of educating the community.
5. With terror attacks on schools all over the world, India should also prepare itself for any such eventualities. The schools must take necessary precautions against entry of unknown individuals to schools by issuing an identity card even for the parents. Security checks should be strict. The students may be given some tips as to how to behave in a hostage situation by professional counsellors.

Answer any ten of the following questions on the basis of the passage you have read.

1. Till a few years ago, school was considered to be a .... haven for children. (1)
   (a) unsafe (b) selfish
   (c) safe (d) break
2. Which of the following lists the targets of the school safety programmes? (1)
   (i) Parents (ii) Teachers
   (iii) Staff (iv) Students
   (v) Officials
   (vi) Residents near schools
   (a) (i), (ii) and (iii) (b) (iv), (v) and (vi)
   (c) (i), (iii) and (v) (d) All of these
3. What all rights do the children have today? (1)
   (a) To be safe in school.
   (b) To be secure in school.
   (c) To have the surety of getting education even if any disaster or emergency occurs.
   (d) All of the above
4. Which of the following will be the most appropriate title for the passage? (1)
   (a) Are Schools Safe?
   (b) Introducing Safety Training in Schools
   (c) Maintaining Safety in Schools
   (d) A Huge Responsibility
5. 'India should also prepare itself for any such eventualities. Here 'any such eventualities' means (1)
   (a) terror attacks in schools
   (b) terror attacks in offices
   (c) terror attacks in malls
   (d) floods
6. Select the option that makes the correct use of 'dwell' as used in the passage, to fill in the space. (1)
   (a) The chief buildings are of brick, but most of the natives .... in huts.
   (b) She didn't have time to .... on her final victory.
   (c) She refused, ... there was too much at stake for her.
   (d) The whole of this large series of reforms .... under his supervision.

7. Educating the staff, teachers etc is a type of .... intervention. (1)
   (a) structural (b) non-structural
   (c) basic (d) advanced

8. What is the role of a professional counsellor as described in the passage? (1)
   (a) To guide students in their studies.
   (b) To guide students on mental issues.
   (c) To tell them how to behave in hostage situations.
   (d) To tell them how to tackle stress.

9. The Ministry of Home Affairs' part which deals with disasters is (1)
   (a) National Disasters Management Authority.
   (b) National Disaster Management Authority.
   (c) National Disaster's Management Authority.
   (d) National Disaster Management Art.

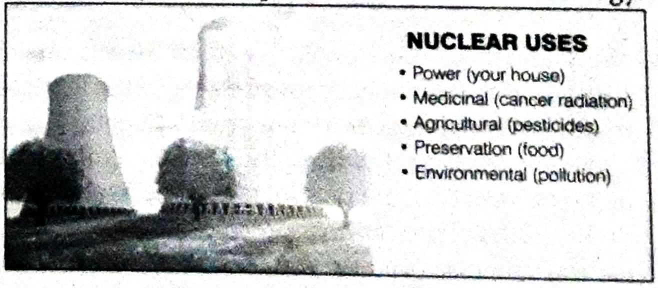
10. Choose the option that incorrectly states the meaning of 'averted', as used in the passage. (1)
    (i) Validated (ii) Prevented
    (iii) Kept aside (iv) Refrained
    (v) Avoided (vi) Confirmed
    (a) (ii) and (v) (b) (i) and (iii)
    (c) (iv) and (vi) (d) (ii) and (iii)

11. When do hazards become disasters? (1)
    (a) When we do not pray to god for our safety.
    (b) When we have the ability to control them.
    (c) When we term them as disasters.
    (d) When we lack the ability to cope with hazards.

12. Which of the following is/are a man-made calamity? (1)
    (a) Water contamination (b) Terrorist attacks
    (c) Floods (d) Both (a) and (b)

Passage 2

1. India has already commissioned two nuclear power stations, one at Tarapur and the other at Rana Pratap Sagar. Each one has the installed capacity of producing 420 M. W. of electricity. Two other stations, one at Narora and the other at Kalpakkam, are operational. This energy will be able to meet the power shortage throughout the country. If industries work at their full capacity, production will be higher and so per capita income will increase and inflation will be neutralised.
2. With the help of controlled nuclear explosions, artificial dams can be made. In fact for building a dam there should be two huge mountain walls enclosing a deep valley just near the course of a river. These conditions are not available at all the places. So with the help of controlled nuclear explosions mountains can be blown up. This can also help in laying roads in the mountainous areas. In fact, some of the borders of India have mountainous terrain and the movement of the army is quite difficult. So even for the sake of national security it is necessary to have roads in those areas.
3. With the help of radiation the shelf life of vegetables and fruits can be increased. In the tropical countries like India, it is necessary that the perishable fruit stuffs are preserved for a long time. Radiation can check the sprouting of onions and potatoes which are much in demand in foreign countries. Similarly fruits like bananas and mangoes which have much export potential can be preserved for a very long time. The texture and taste of the fruit do not undergo any change.
4. Nuclear technology can also be harnessed for medical purposes. It is said that radioactive iodine is used for detecting the disease of the thyroid glands. Similarly, India has been able to prepare, with the help of UN experts, radiated vaccine which can immunise sheep from lungworm disease, which used to take a heavy toll of sheep every year.
5. Properly processed nuclear fuel is also used for artificial satellites in space. Weather satellites can predict cyclones and the rainfall with extreme accuracy. Communication satellites can help in conveying the message to very long distances. In a huge country like India, communication satellites are necessary.
6. Radiation is also used for preparing the mutant seeds. Many varieties of rice and some cereals have been prepared at Tarapur laboratory. This will increase our agricultural production and help India to become economically better off. So for India it is necessary to make peaceful uses of nuclear energy.


NUCLEAR USES
• Power (your house)
• Medicinal (cancer radiation)
• Agricultural (pesticides)
• Preservation (food)
• Environmental (pollution)

Answer any ten of the following questions on the basis of the passage you have read.

1. India is building nuclear power stations to .... (1)
   (a) become rich
   (b) become self-reliant
   (c) increase industrial production
   (d) help the poor

2. Controlled nuclear explosions can be used to blow up .... (1)
   (a) roads (b) dams
   (c) mountains (d) seas

3. In the line, "...has already commissioned", the word 'Commissioned' DOES NOT refer to **(1)**
(a) be opened or established
(b) create something new
(c) a rank conferred by a commission
(d) bring (something newly produced) into working condition.

4. Nuclear technology can be used to lessen or remove .... **(1)**
(a) some diseases
(b) all diseases
(c) only human diseases
(d) body pain

5. Based on your understanding of the passage, choose the option that lists the uses of nuclear energy. **(1)**

(i) Creation of artificial dams
(ii) Development of space theories
(iii) Increasing shelf life of food
(iv) Mutation of different flowers
(vi) Weather predictions
(v) Medical facilities

(a) (i), (iii) and (vi) (b) (ii), (iv) and (v)
(c) (i), (iii), (v) and (vi) (d) Only (v)

6. The lungworm disease occurs in .... **(1)**
(a) pigs (b) sheep
(c) rabbits (d) horses

7. Which of the following fruits cannot be preserved with the help of Nuclear power? **(1)**
(a) Apple (b) Lady finger
(c) Eggplant (d) All of these

8. 'Mutant seeds' in the passage means **(1)**
(a) genuine seeds (b) fake seeds
(c) changed seeds (d) big seeds

9. Radiation is helpful in .... **(1)**
(a) growing vegetables
(b) growing fruits
(c) growing onions
(d) preserving fruits

10. Which of the following is used to detect the disease related to thyroid glands? **(1)**
(a) Radioactive carbon (b) Radioactive sulphur
(c) Iodine (d) Radioactive Iodine

11. Which varieties have been prepared at Tarapur laboratory? **(1)**
(a) Wheat (b) Rice
(c) Cereals (d) Both (b) and (c)

12. Which of the following is the use of weather satellite? **(1)**
(a) Predicting average temperature
(b) Predicting rainfall and cyclones with accuracy
(c) Predicting heat waves (d) Predicting ozone gaps

Round 4

Read the given passages carefully and answer the questions that follow each passage.

Passage 1

1. We are learning more every day about the answers to this question, which has moved closer to the forefront of our collective psyche as new environmental challenges emerge. Biodiversity is the incredible and dizzying variety of life that surrounds us, including all of the earth's plants, animals, their habitats, and the natural processes that they are a part of. It has become clear that biodiversity is the cornerstone of our existence on Earth. It is also important to conserve biodiversity for the sake of our own curiosity and aesthetic appreciation. Colorado's mountains are spectacular, but what would they be without our splendid variety of wildlife and wildflowers? Colorado is full of biodiversity wonders, many of which are unique to our state.
2. Medicines originating from wild species, including penicillin, aspirin, taxol and quinine, have saved millions of lives and alleviated tremendous suffering. Forty per cent of all prescriptions are for medicines that originated from plants and animals. No one knows how many more cures await discovery, hidden in Earth's poorly studied species.
3. There are 80000 species of edible plants known on Earth, but 90 per cent of the world's food comes from a mere 20 of these species. Edible plant species, both those we know of and those we don't, offer a tremendous resource of possibilities that could greatly add to the security of our food. How many of these have high potential for commercial exploitation and for feeding the hungry? Certainly a great many. Breeding cultivars with their wild counterparts can also confer resistance to diseases and increase crop yield.
4. Biodiversity is the life support system of our planet. We depend on it for the air we breathe, the food we eat, and the water we drink. Wetlands filter pollutants from water, trees and plants, reduce global warming by absorbing carbon, and bacteria and fungi break down organic material and fertilise the soil. It has been empirically shown that native species richness is linked to the health of ecosystems, as is the quality of

life for humans. The connections between biodiversity and our sustainable future appear closer and closer the more we look. We literally need to conserve biodiversity like our lives depend on it.

Answer any ten of the following questions on the basis of the passage you have read.

1. What is biodiversity? **(1)**
(a) The limited and visible variety of life that surrounds us
(b) The unlimited variety of plastic that surrounds us
(c) The unlimited variety of life that surrounds us
(d) The unlimited variety of plants that surround us

2. The passage seeks to **(1)**
(a) highlight the need to conserve biodiversity.
(b) how less we know about our planet.
(c) the medicinal richness of our biodiversity.
(d) All of these

3. Which of the following is NOT TRUE according to the given passage? **(1)**
(i) Colorado's beauty is reducing day by day.
(ii) We are not aware of how many medicinal herbs are not yet discovered by the scientists.
(iii) Biodiversity makes sure that we have pure water to drink.
(iv) Flora and fauna comprising the biodiversity is at huge risk.
(v) Our future inherently depends on the biodiversity.
(a) (i) and (ii) (b) (iii) and (iv)
(c) Only (i) (d) Only (v)

4. Why it is important to conserve biodiversity? **(1)**
(a) For the sake of our own curiosity
(b) For aesthetic appreciation
(c) It is vital for economic growth
(d) Both (a) and (b)

5. Biodiversity is a life support system of our planet because **(1)**
(a) it reduces global warming
(b) our lives are dependent on it
(c) it helps in fertilising the soil
(d) All of the above

6. What can make wild plants resistant to disease and increase crop yield? **(1)**
(a) Treating them with insecticides
(b) Cultivating them at our homes
(c) Giving them water and manure
(d) Breeding cultivators with them

7. We depend on .... for the air we breathe, the food we eat and the water we .... **(1)**
(a) diversity, eat (b) biodiversity, drink
(c) diversity, drink (d) biodiversities, drink

8. Select the option that makes the correct use of 'forefront' as used in the passage, to fill in the space. **(1)**
(a) The answer he wanted to give lingered at the .... of his tongue.
(b) An image appeared .... the images swirled and began to play a disjointed movie.
(c) As a publicist he stood in the .... of reform.
(d) The two visions that haunted her since she was a child .... in her mind.

9. Choose the option that incorrectly states the meaning of 'confer', as used in the passage. **(1)**
(i) Grant (ii) Speak
(iii) Permit (iv) Negotiate
(v) Exchange (vi) Trap
(a) (i) and (ii) (b) (iii) and (iv)
(c) (v) and (vi) (d) (ii) and (vi)

10. Which of the following is NOT a function performed by Wetlands? **(1)**
(a) Filter pollutant from water, trees and plants.
(b) Prevents erosion of soil.
(c) Reduces global warming.
(d) Fertilises the soil.

11. The word in para 1 which means 'amazing' is **(1)**
(a) forefront (b) psyche
(c) dizzying (d) natural

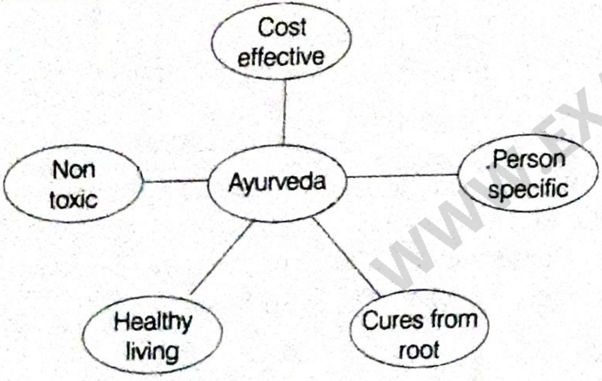
12. Which of the following will be the most appropriate title for the passage? **(1)**
(a) Conserving for Life (b) Medicinal Bounty
(c) Need for Change (d) Living for Earth

Passage 2

1. Ayurveda, or the science of life, is an ancient system of Indian medicine that is 4000 years old. According to Ayurveda, health depends on the normal balance of three elements of the body—*vata* (air), *pitho* (bile), and *kapha* (phlegm).
2. Information about the system with proof is contained in two important medical treatises in Sanskrit language - the *Charaka Samhita* and the *Sushruta Samhita*, considered as belonging to the physician Charaka, and Sushruta who were surgeons. These are compilations of up-to-date medical knowledge made in the 1st century AD and later in the 7th century AD. Another work widely followed in recent times is Vaghabhatta's '*Ashtangahridayam*'.
3. Sushruta identified as many as 1200 diseases, including tuberculosis and small pox. Ayurvedic treatment is largely dietetic (food prescribed) and medicinal. All drugs used are obtained from indigenous plants. Charaka lists 500 medicinal plants,

and Sushruta mentions 760. In the older days, physicians used to collect the plants and prepare the drugs themselves. Many of these have finally appeared in Western pharmacopoeias (books describing drugs). Ancient Ayurveda included advanced surgical practices. Details of instruments for different operations are given in the classical texts. Even plastic surgery was done, particularly for the restoration of an amputated (cut off) nose, by transplanting tissue from the cheek. Modern surgeons have adopted this technique.

4. Sushruta describes 20 sharp and 101 blunt surgical instruments including knives of various patterns. During the British rule, large sections of the population, especially in the rural areas, continued to rely on Ayurveda. But Allopathy (Western system of medicine) was officially encouraged by the British. Since independence, however, Ayurveda has received official recognition. Ayurvedic universities and colleges have been started and integrated courses are set up, combining the study of ancient remedies and modern medicine. Many research institutions are now documenting ancient health practices and herbal remedies.



Answer any ten of the following questions on the basis of the passage you have read.

1. Ayurveda is **(1)**
   (i) an ancient system of Indian Medicine
   (ii) the science of life
   (iii) a non-medical practice of herbs
   (iv) very cheap in comparison to allopathic treatment
   (a) (i) and (ii)
   (b) (ii) and (iii)
   (c) (iii) and (iv)
   (d) (i) and (iv)

2. Which of the following is NOT a benefit of Ayurveda? **(1)**
   (a) Non toxic
   (b) Cures from root
   (c) Obtained from difficult to find plants
   (d) Person specific

3. Sushruta identified .... diseases. (1)
   (a) 760 (b) 500 (c) 1200 (d) 121

4. Ancient Ayurveda included advanced (1)
   (a) research
   (b) surgical practices
   (c) knowledge
   (d) system

5. Ayurvedic universities focus on (1)
   (a) combining the study of ancient and modern medicine.
   (b) finding dietetic alternatives to modern chemical based medicine.
   (c) study of books of ancient medicine.
   (d) popularising plant based medicine.

6. The British encouraged .... system of Medicines. (1)
   (a) allopathy (b) ayurvedic
   (c) homeopathic (d) None of these

7. Since .... integrated courses in Ayurveda have been set up. (1)
   (a) independent
   (b) liberalisation
   (c) independence
   (d) dematerialisation

8. .... in the passage means 'a written work dealing formally and systematically with a subject'. (1)
   (a) Patterns
   (b) Treatises
   (c) Compilations
   (d) Work

9. Pharmacopoeias are (1)
   (a) surgical instruments
   (b) books describing drugs
   (c) food prescribed
   (d) All of the above

10. Health depends on the balance of (1)
    (a) vata (air) (b) pitho (bile)
    (c) kapha (phlegm) (d) All of these

11. How many types of instruments have been described by Sushruta? (1)
    (a) 20 blunt and 101 sharp instruments
    (b) 20 sharp and 100 blunt instruments
    (c) 20 sharp and 101 blunt instruments
    (d) 21 sharp and 100 blunt instruments

12. Which form of plastic surgery was performed by ancient surgeons? (1)
    (a) Shaping of nose
    (b) Creation of nose using tissues from cheek
    (c) Amputation of nose
    (d) All of the above

Round 5

Read the given passages carefully and answer the questions that follow each passage.

Passage 1

1. Sport has rapidly become an established part of entertainment industry and the smallest details of sportsmen's private lives are exposed by the media to public scrutiny. Top professionals are often described as 'stars' and large business interests exploit their skills. Considerable profits are made out of selling sports gear which is a replica of the gear used by the professionals, newspapers sell more copies if their sports coverage is good, and substantial gains can be made out of the spectators' willingness to gamble on results.
2. The increasing demand for new talented sportsmen serves to strengthen the popular image of professional sport as a highly glamorous occupation. Even those who reach the heights maintain their supremacy for only a relatively short period and then desperately need help to establish themselves in a new career.
3. It is always attractive to do something interesting and to do it as well as possible, but serious injury or an unaccountable loss of form quickly halts the progress of many young sportsmen. Outdoor life can be delightful except when the prevalent weather conditions are rain, wind, snow, fog or ice. It's flattering to hear one's name chanted with acclaim by thousands on the terraces but crowds are fickle and soon forget, once time takes its toll on muscle and mind.
4. Sportsmen at the height of their professional life travel all around the world - a cricket team may spend its winter in Australian summers and the Wimbledon Women Champions may spend the year bathed in sunshine, but their own social lives are disrupted and leisure hours have to be sacrificed to hard, exhausting practice. All professional sportsmen must adhere to strict training schedules to maintain their physical fitness; their lives are devoted to keep the body in peak condition by exhausting exercise combined with a strict regimen of self-discipline and moderation in food and drink.
5. Retirement comes at an early age and the financial rewards gained will probably not provide enough to live on for the rest of life and the early-retired sportsman has to seek a new career. He/she enters the new career fifteen years later than his/her contemporaries and often with not enough reputation in his/her sport to persuade an employer to pay him/her a high salary. Perhaps, after all, it is better to remain a keen amateur.

Answer any ten of the following questions on the basis of the passage you have read.

1. Who gives out the smallest details of sportsmen's private lives? **(1)**
   (a) Their friends (b) Their relatives
   (c) The media (d) Their teammates
2. Which of the halts the progress of young sportsperson? **(1)**
   (i) Fame (ii) Acting
   (iii) Injury (iv) Unaccountable loss
   (v) Another business (vi) Family
   (a) (i) and (vi) (b) (ii) and (v)
   (c) (iii) and (iv) (d) (iii) and (v)
3. How is professional sport considered as an occupation? **(1)**
   (a) Boring
   (b) Risky
   (c) Glamorous
   (d) Temporary
4. Which of the following will be the most appropriate title for the passage? **(1)**
   (a) Being Forever Young
   (b) Being a Sportsman Forever
   (c) A Celebrity Sportsperson
   (d) Fame, Power and Career- Sports
5. How do sportsmen spend their leisure hours? **(1)**
   (a) By reading the newspaper
   (b) By watching a movie
   (c) By practicing their game
   (d) By sitting idle
6. Select the option that makes the correct use of 'replica' as used in the passage, to fill in the blank space. **(1)**
   (a) It is a .... of Houdon bust of Lafayette.
   (b) His portrait at the Birmingham Oratory is in the .... of the duke of Norfolk.
   (c) A fantastic range of official rugby .... shirts, boots, equipment, training gear and leisurewear.
   (d) A good-quality .... is perfect for fashion.
7. Which of the following statement is true? **(1)**
   (a) Sportsmen travel all around their country.
   (b) Sportsmen have to keep their body in good condition.
   (c) Sportsmen do not have to keep a check on their diet.
   (d) Sportsmen get a lot of free time.

8. Retirement for sports persons comes .... (1)
(a) at an early age
(b) at a late age
(c) when they reach 30
(d) when they lose their form

9. Sports persons who are at the top in their respective sports are described as .... (1)
(a) stalkers (b) nerds
(c) best of breed (d) stars

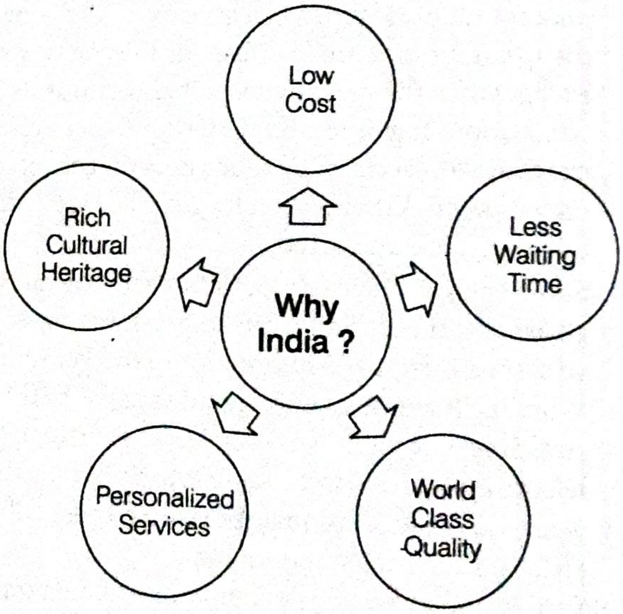
10. Choose the option that correctly states the meanings of 'halts, as used in the passage. (1)
(i) Abrupt stops (ii) Standstill
(iii) Interruption (iv) Continuation
(v) Breather (vi) Relaxation
(a) (ii) and (v) (b) (i) and (vi)
(c) (iii) and (iv) (d) (i), (ii) and (iii)

11. What stops the progress of many sportsmen? (1)
(a) Loss of form (b) Serious injury
(c) Minor injury (d) Both (a) and (b)

12. 'Wimbledon' mentioned in the passage is a tournament of (1)
(a) tennis (b) cricket
(c) hockey (d) gold

Passage 2

1. As healthcare turns costlier in developed countries, the availability of accredited facilities is drawing hundreds to India. As a result, the Indian medical tourism market is expected to grow from $3 billion at present to around $8 billion by 2020. Witnessing an annual growth of 30% in medical tourism, India is set to become the number one destination for patients requiring medical attention. Cashing in on this demand, players in this space are making a medical trip for a visitor as convenient as a vacation.
2. A Pune-based medical company has about 1500 partnerships with hospitals and doctors in India and Turkey. The company has provided services to about 1000 patients. They describe themselves as an only market-place for medical tourism and not a discovery platform. In this company, all details are prowls, on the website and on payment of a token amount one can immediately buy a package/treatment with a hospital. The company also provides concierge medical services, such as visas, hotel and accommodation and sight-seeing, as value-added services.
3. Another medical centre which gets about 15 patients a month, provides a list of various treatments, with categories like cancer treatment packages, and cosmetic surgery packages, among others, along with their pricing details. Walking clients through every step, right from when they plan to leave their home country till they are back home after the surgery, the company provides medical opinion and evaluations, suggestions with details of Fees and stay, besides post-operative care.
4. While lower costs have always buoyed India's position as a Favoured medical tourist spot, the cost is not the only reason for drawing people to these facilities. It is also the quality of care and a personalised experience that these places are providing and which counts. The international patient care teams at these places are the key. Realising that India is more individual-oriented, unlike the West which is more process-driven, the staff at these places are trained to understand the culture of various countries, starting with the basic etiquette of greeting a person, to their Festivals. The idea is to create a personalised interaction with the patient. Thus, India has adopted a system that has a more holistic approach.
5. As the non-metropolitan cities offer a lower rate for the same level of medical quality, substantial growth is foreseen. in these places. However, the availability of direct flights has a significant bearing in the choice of locations. But with new opportunities come new challenges. For India, it is staying up on the curve to appease the international audience.



Answer any ten of the following questions on the basis of the passage you have read.

1. 'Accredited facilities' in line 1 of the passage refers to (1)
(a) medical facilities (b) tourism facilities
(c) sports facilities (d) trade facilities

2. Which country will become number one destination for patients requiring medical attention? (1)
(a) Turkey (b) India (c) China (d) USA

3. Based on your understanding of the passage, choose the option that lists the diseases for whose treatment foreigners come to India: **(1)**

(i) Cancer | (ii) Cosmetic surgery | (iii) Cardiovascular problems | (vi) Digestive problems | (v) Orthodontic problems | (vi) Skin diseases

(a) (i) and (ii)
(b) (iii) and (iv)
(c) (v) and (vi)
(d) (i) and (vi)

4. Which of the following has pushed medical tourism in India? **(1)**
(a) Higher costs
(b) Average infrastructure
(c) Low costs
(d) A lot of hospitals

5. Which of the following statements is TRUE according to the given passage? **(1)**
(a) Many organisations are offering medical treatment packages in India.
(b) Such organisations also offer concierge facilities.
(c) Indian medical facilities are cost effective.
(d) All of the above

6. What other factors make India a favoured medical tourist spot? **(1)**
(a) Quantity of care
(b) Quality of case
(c) Personalised experience
(d) Both (b) and (c)

7. Which of the following is not the reason for which India is not attracting foreigners requiring medical treatment? **(1)**
(a) Less waiting time
(b) Personalised services
(c) The food variability
(d) Quality medical treatment facilities

8. What is a major reason for the choice of a location for medical tourism? **(1)**
(a) Connectivity with rail
(b) Connectivity with buses
(c) Availability of connecting flights
(d) Availability of direct flights

9. Medical Tourism will grow to around .... by .... **(1)**
(a) $3 billion, 2020
(b) $7 billion, 2021
(c) $3 billion, 2019
(d) $8 billion, 2020

10. A company in .... has partnership with hospitals and doctors in India and .... **(1)**
(a) Pune, Kwait
(b) Pune, Turkey
(c) Delhi, Turkey
(d) Mumbai, Kuwait

11. Unlike the Western countries, India is more **(1)**
(a) self-driven
(b) process-oriented
(c) individual-oriented
(d) lenient

12. The approach adopted by the Indian Medical team is **(1)**
(a) individual based
(b) holistic
(c) process driven
(d) Both (a) and (b)

All in One

COMPLETE STUDY : COMPLETE PRACTICE : COMPLETE ASSESSMENT

WRITING & GRAMMAR

CHAPTER

01

Formal Letters

Letter is the most common and convenient method of expressing our thoughts and opinions. It is an important mode of communication. There are two types of letters

1. **Formal Letters** These letters are written in formal, simple and polite language. These follows a certain format. Such letters are written for official purposes to authorities, colleagues, seniors, etc.
2. **Informal Letters** These include letters written to parents, friends, relatives, etc. They are written in easy and conversational language. These are mainly used for personal communication.

Types of Formal Letters

Formal letters can be broadly classified into four types. *These are*

1. Complaint letters
2. Enquiry letters
3. Letters for placing/Cancelling an order
4. Letter to the Editor, etc.

Letters of Complaint

Letter of complaint are written to address any type of wrong doing, grievance or inconvenience arising out of a product, service etc. The purpose of such letter is to raise a concern about unfair things and seek a productive outcome. The language of these letters has to be polite.

The letter includes the following

In case of a product/service

(i) Details of the faulty product/service.
(ii) Nature of complaint (replacement of product or refund).
(iii) Payment information (Bill, cash memo) etc.

In case of grievances

(i) Details of the grievances
(ii) Nature of complaint (social problem, personal grievances).
(iii) Date and place of the wrong doing (if applicable).
(iv) Compensation or corrective action required.

Any other details necessary for resolving the complaint.

Letters of Inquiry

A letter of inquiry is written when we want to get some specific information from someone. It could be about a product or a service. It is also written in response to advertisements.

The letter includes the following

- A brief introduction about yourself and/or your organisation.
- Details of the product or service required.
- Clearly mention the details you want to know.
- If there is a time limit within which you need the information, specify it in the letter.

Letters for Placing an Order

These are business letters which include placing an order for products/services from another company or organisation. They are written in a very well formatted and formal manner.

While placing an order, the writer has to be very careful about giving accurate information. Any inaccuracies may result in delayed/wrong deliveries with serious financial implications. Such letters should give

- Specifications (with quantities) of the products/services to be supplied.
- Reference number of the quotation/price list against which the order has been placed.
- Payment terms/credit terms (as applicable).
- Required date of delivery.
- Mode of transport of goods (if required).
- All taxes/delivery charges.
- Any other terms and conditions.

Letters to the Editor

These are the letters written to the Editor of a newspaper, magazine or any other regularly printed publication. Their purpose is to highlight a social issue or a problem. An ideal letter to the editor should

- grab/catch the reader's attention.
- explain the topic/issue of the letter at the start.
- explain, why the issue is important.
- state the writer's opinion about what should be done.
- be brief.
- express writer's hope for the resolution of the problem.

Points to be Kept in Mind

- The subject line should match with what is asked in the question. It should be short and to the point.
- Get right to the purpose of the letter in polite and formal language. Do not give unnecessary details.
- Be clear, concise and to the point. Stick to the word limit of 100-150 words.
- Use simple language so that the letter is easy to understand. Do not use long-winded sentences.
- Review your finished letter for clarity from the reader's viewpoint.

Parts of a Formal Letter

An effective formal letter is one which has the following parts

1. Sender's Address

It is the address of the writer. It is written at the top left hand corner of the page. If the address consists of several parts, each part should be written in a separate line.

Example 2334/31, Mangal Pandey Nagar
Ekta Park
Meerut-250002

Note You must not put a comma at the end of each line

2. Date

Either of the given formats can be used to write the date

20 January 20XX January 20, 20XX

Note Do not use abbreviation like Jan, Feb, etc and do not write 19 instead of 2019.

3. Receiver's Address

All official letters are addressed to the authority/post of the person. Hence, we write receiver's address after addressing the official.

Example The Editor
The Times of India
Daryaganj
Delhi-110002

4. Subject

It expresses the main theme or objective of the letter clearly. It must be as brief as possible.

5. Salutation

It is the greeting to the person to whom the letter is addressed. In official letters we use

Sir/Madam, or
Dear Sir/Dear Madam.

Note When writing the salutation, we have to keep in mind the gender of the receiver, if specified in the question.

6. Body of the Letter

It contains all the information that the writer wants to convey. The body includes three main parts.

(i) **Introductory Paragraph/Sentence** It states the purpose of writing the letter.
(ii) **Informative Paragraph** Gives details of the problem, its causes, effects, possible solutions, etc.
(iii) **Concluding Paragraph/Sentence** It states your hopes, comments, requests, suggestions, etc.

7. Complimentary Close

It's a courteous way of ending the letter. We can write

- Yours sincerely
- Yours faithfully
- Yours truly

Note 1 The first letter of second word (here 's', 'f', 't') is never written in capital.

Note 2 Do not use Your's instead of Yours.

8. Signature

This is the sender's name. If applicable, the sender's designation may be added below the name.

Format of Formal Letter

You are Ritika, a resident of Delhi. With the increase in choice of processed food and an inactive lifestyle, the problem of obesity is rising. Write a letter to the Editor of 'The Times', Mumbai, expressing your concern regarding the issue and suggest measures that can be taken to reduce the problem (150-200) Words).

36-D, Nehru Enclave
Jangpura
New Delhi 110014

1 March, 20XX

The Editor
The Times
Mumbai-400001

Subject Increasing Problem of Obesity

Sir

Using your newspaper as a medium, I wish to throw light on the problem of obesity which is increasing exponentially/rapidly.

Obesity is a medical condition in which excess body fat accumulates to an extent that can have negative health impacts. It is caused mainly when we consume food high in calories and do little or no exercise.

The advancing technology has prompted people to adopt an inactive lifestyle as anything and everything can be done with just a 'click'. Also, we are fully aware that processed food, which have become very common today, have high amount of calories. Both these factors are the primary cause behind increasing obesity.

It is high time to take measure against this problem. Yoga camps and other physical activities can be organised at regular intervals. Government has also installed gym equipments in public parks which can be used by general public. The production of processed food having calories above a certain limit should be regulated by the government. Awareness campaigns can also be organised.

I hope my thoughts might bring some positive change

Yours sincerely
Ritika

Sender's Address
Date
Receivers Official Capacity and Address
Subject
Salutation
Introductory Sentence
Informative Paragraph
Concluding Sentence
Body of the Letter
Complementary Close
Signature

Solved Examples

1 You are Shalini/Shashank living at 39, Kailash Colony, New Delhi. You have noticed that children are working in tea stalls begging at intersections, etc in spite of laws prohibiting child labour. Write a letter in 150-200 words to the Commissioner, Delhi Police, showing your concern about it and requesting strict implementation of law. **CBSE 2019**

Ans. 39, Kailash Colony
New Delhi
15 January, 20XX
The Commissioner
Delhi Police
New Delhi

Subject Strict Implementation of Laws against Child Labour

Sir

As a concerned citizen of the country. I would like to draw your attention towards the increasing cases of child labour despite the laws that have put a ban on child labour.

Every day we come across children working at tea stalls, purchase shops, selling or begging at different intersections. These children are the future of our country. If given education, some of them might become productive citizens.

Such children generally belong to poor families who do not even have enough money to eat. Although there are many schemes and campaigns being run by both Central and State governments, the issue of child labour remains unresolved.

This is only because of the lack of proper implementation of laws against child labour. Hence, it is high time that the government and concerned authorities should take strict actions against those who violates these laws, even if it is the parents of the child.

I sincerely hope that you will take my request seriously and look towards improving the implementation of child labour laws.

Yours faithfully
Shalini/Shashank

2 You are Vaibhavi Sinha, examination incharge, Goodway Public School, Aurobindo Road, Indore. You require 4 reams of white paper, 2 packets of carbon paper, one dozen registers, blue and red ball point pens (50 each). Place an order with Sunrise Stationery Mart, 12 Mall Road, Indore mentioning terms of payment, discount asked by you and delivery date. **CBSE 2020**

Ans. Goodway Public School
Aurobindo Road, Indore
March 5, 2019
Sunrise Stationery Mart
12 Mall Road, Indore

Subject Placing an order for Stationery

Sir/Ma'am

I would like to place a bulk order of stationery item for the academic session 2020-2021. The particulars of the product and the quantity to be supplied are given below

S.no	Product	Quantity
1.	White Paper	4 reams
2.	Carbon Paper	2 packets
3.	Registers	1 dozen
4.	Blue Ballpoint pens	50 units
5.	Red Ballpoint Pens	50 units

Please send us fresh supplies by 4rth July. Any delivery after that would be returned back. Also, send the bill at the time of delivery. As always, we will first check the supplies and then transfer the payment digitally.

We hope that we will get additional discount than the regular discount given that we are your regular customers.

Yours truly
Vaibhavi Sinha
Examination Incharge
Goodway Public School

3 You had taken an Annual Maintenance Contract from M/s Cool Service Agency, Panchkula, for maintenance o the 16 Samsung air conditioners installed in your office in Sector 17, Chandigarh. However the service is irregular and unsatisfactory. Write a complaint letter to the proprietor of the agency. Invent necessary details. You are Dev Arora, Punjab Coaching Institute, Sector 7, Chandigarh, (150-200 words).

Ans. Punjab Coaching Institute
Madhya Marg, Sector 7
Chandigarh–160007

7 May, 20XX

The Proprietor
M/s Cool Service Agency
Sector 4, Panchkula–134112

Subject Complaint about Unsatisfactory Annual Maintenance Service for Samsung ACs.

Sir

We had taken an AMC (Annual Maintenance Contract) for our 16 Samsung air conditioners with your agency under contract no AMC 23/ on 15 March, 20XX. At that time, we were assured by your Marketing Executive that your service engineer would carry out a monthly preventive maintenance visit in the first week of every month and any other complaints registered by us will be promptly attended to with one day.

Unfortunately, the preventive maintenance monthly visit for May has not been held so far. Last month, two of our complaints got unsatisfacto response from your side, as they were attended after 4-5 days. This is causing great inconvenience to us. Our students have started complaining and threatening to boycott classes due to the discomfort during summer.

Your are requested to initiate action at the earliest so that you honour the terms of the AMC. Otherwise, we will be compelled to go to the consumer forum for redressal.

Your faithfully
Dev Arora
Manager

WWW.EXAMSATHA.IN

You had bought a mobile phone from a reputed showroom in Mumbai but after a month it developed a serious fault. Write a complaint letter to the Manager of the showroom asking for immediate replacement of the same. You are Sadiq/Razia, 123, South TT Nagar, Bhopal. (150-200 words).

s. 123, South TT Nagar
Bhopal–462003

17 November, 20XX

The Manager
Multimedia Stores
345/7, Dr Bhadkamkar Marg
Mumbai–400004

Subject Complaint regarding Defect in Apple iPhone within Warranty Period

Sir

On my last visit to Mumbai. I had bought an Apple iPhone 7 (SR No. 7778906) from your showroom on 16 October, 20XX. The cash memo number is MS/456/17-18.Unfortunately, the phone has stopped working suddenly, which is surprising for such a high quality product. There has been no external damage to the phone. I have neither dropped it nor mishandled it. Also, I have not downloaded anything from non-reliable sources.

So you are requested to inform me the action that needs to be taken for free replacement of this phone. You are welcome to contact me on 98765XXXXX for any clarification. Please resolve this problem as soon as possible.

Your faithfully
Sadiq/Razia

Exam Practice

1 You have lost your original certificates of class X and XII. You want to get their duplicates issued but you do not know the procedure.Write a letter to the Chairman, CBSE, Preet Vihar enquiring about the fee to be deposited, mode of payment, time taken by the board for issuing duplicate certificates and any other formalities. You are Tarun/Taruna, 7/9, Kunj Apartments, Shimla (150-200 words).

2 Your are Sudhir/Sita, the Head Boy/Girl of ABC Public School, Jayanagar, Bengaluru. Your school has planned an overnight excursion of students and teachers to Mysuru and nearby areas. Write a letter to the Secretary, Ace Youth Hostel, Mysuru requesting him to send you a quotation for the costs of providing accommodation for 15 girls, 20 boys and two teachers for two days next month. Specify the dates when you want the accommodation and any other terms and conditions. (150-200 words)

3 You are the Head of Housekeeping Department in a three star hotel. Write a letter to the Manager, Herbal Bath Care, Ajmal Khan Road, Indore, making an enquiry about some towels, rugs and other bathroom products for the hotel.

4

Advertisement

Institute of Hospitality Management F-5, Junk Road, New Delhi

A few seats available in Housekeeping course, contact immediately for further details.

You are Ramesh Kumar/Radhika Kumari, 12A, Fort Road, Agra. You read the above advertisement in a local daily. You want to pursue the course in housekeeping. Write a letter to the Director of the Institute inquiring about the duration of the course, fees and other details.

CBSE 2019

5 Write a letter to Lightways Sports, Amrapalli, Thane, placing an order for sports articles (minimum 4 items) to be supplied to your school, ABC Matriculation School, Civil Lines, Pune. Sign as Ravi/Raveena, Sports Secretary (150-200 words).

6 You are Ambika/Mohit, Librarian, High Scope Public School, Hauz Khas, Delhi. Write a letter to Jindal Publishers, Pratap Vihar, Delhi to place an order for English to Hindi dictionaries, illustrated children's encyclopedia, fiction books, etc. for your school library. Request them for a catalogue, discount offered, mode of payment and time taken for delivery (150-200 words).

7 You are Vidushi/Vishal, Hostel Warden, Zenith Public School, Kosi Kalan. Write a letter to the Sales Manager, Bharat Electricals and Domestic Appliances Limited, Delhi, placing an order for fans, microwaves ovens, geysers and tubelights that you wish to purchase for the hostel. Also ask for the discount permissible on the purchase (150-200 words).

8 As head of the music department of your school, write a letter to Mysore Music Associations, placing an order for some instruments such as flute, casio, sitar, harmonium, etc. You are Nandini/Namit of Army School, Safdarjung, Enclave, Delhi.

9 You are Tanvi/Shirish of Safdarjung Development Area, New Delhi. You are extremely disturbed about the attacks on old people living alone. Write a letter to the Editor, 'The New Indian News' making people sensitive to the problem. Make suggestions to the people living alone and the authorities to ensure that such attacks do not take place.

CBSE 2019

10 You are Nikita/Nikhil. Write a letter to the Editor of Times of India expressing your views about Global Warming and suggest its remedies.

11 You are Prabhu Kumar/Parvati of 17E, Ravi Dass Road, Kochi. Write a letter to the Editor of a newspaper about the nuisance caused by loudspeakers in the city during examination days drawing attention of the concerned authorities to the problem.

CBSE 2018

12 You are Hema/Hemant, 14/9, Hill Apartments, Jaipur. You are not satisfied with the facilities for tourists in Jaipur. Write a letter in 150-200 words to the Editor of a local daily giving suggestions on ways to improve the facilities for tourists.

WWW.EXAMAKHA.IN

Answers

1 7/9, Kunj Apartments
Shimla

10 December, 20XX

The Chairman
CBSE
Preet Vihar
New Delhi

Subject Procedure to get Duplicate Certificates

Sir
This is to inform you that I Tarun/Taruna passed class X (Roll no. 90XXXXX) in the year 2016 and class XII (Roll no. 105XXXX) in the year 2018 from CBSE Board.
Unfortunately, I have lost my original certificates of class X and class XII as the bag containing those certificates has been stolen. Now, I urgently need the duplicates of those certificates.
Therefore, please let me know the following details

- Procedures to get the duplicate certificates.
- The amount of fee to be deposited.
- Mode of payment.
- Time taken by the board to issue the certificates.

Also, if there is any other formality to be completed. Please do let me know. I would be much obliged.

Thanking you
Yours sincerely
Tarun/Taruna

2 ABC Public School
Jayanagar
Bengaluru-560070

23 October, 20XX

The Secretary
Ace Youth Hostel
Mysuru–570001

Subject Cost of Accommodation for a Group of Students for Two Days

Sir,
This is to inform you that our school has planned an overnight excursion of students and teachers to Mysuru and nearby areas on 10th and 11th November, 20XX.
There would be 15 girls, 20 boys and two teachers in the group. They would need the overnight accommodation on the night of 10th November in Mysuru. The group will reach at 11 am on 10th and will depart by 5 pm on 11th November. Therefore, two dormitories for students (one for girls and one for boys) and two single rooms for teachers would be required).
kindly let us know that cost of accommodation accordingly, at the earliest. Further, if you need any more information, you may contact the undersigned.

Yours sincerely
Sudhir/Sita
(Head Boy/Head Girl)
Contact No. 97546XXXXX

3 Golden Star Hotel
GT Road, Indore

20 May, 20XX

The Manager
Herbal Bath Care
Ajmal Khan Road, Indore

Subject Inquiry about some Bath Care Products

Sir
We are an established chain of hotels in Indore. We need bathroom rugs, mats, towels, napkins and shower caps for our hotel at GT Road. Please provide us a copy of your brochure along with the price list. Also let us know if you would be willing us to provide a special discount of 25% on the bulk order.

If the quality of your products, their prices and your terms suit us, we would like to place the order. I look forward to your quick response.

Yours sincerely
Mahendra Nagpal
(Head–Housekeeping)

4 12A, Fort Road
Agra
14 March, 20XX

The Director
Institute of Hospitality Management
F-5, Junk Road
New Delhi

Subject Inquiry about Housekeeping Course

Sir

With reference to your advertisement in Agra Patrika dated March 11, 20XX, I would like to know the details of the Housekeeping Course offered by your reputed institute.

I am a Commerce graduate and wish to make a career in Hospitality industry.

So, kindly provide me the following information

- The course details
- Amount of fees to be paid
- Mode of payment
- Accommodation facilities
- Job prospects via you institution
- Any other information regarding the course

I would be grateful if you provide me the details as soon as possible so that I can take the decision of enrolling myself in the course.

Yours sincerely
Ramesh Kumar/Radhika Kumari

5 ABC Matriculation School
Civil Lines, Pune–411013

11 August, 20XX

Lightways Sports
Amrapalli, Thane–400203

Subject Purchase Order for Sports Articles

Sir

This is to inform you that we require the following sports articles for our school's sports room

S.No.	Item Description	Brand	Quantity
1	Football with bladder	Nivea	4
2	Cricket bats	SVG	6
3	Cricket balls	SVG	6
4	Batting Gloves (pairs)	SVG	8

Please send these items at the price mentioned in your quotation no, 15A/23/17-18 dated August 4, 20XX. The delivery can be made to the school on any weekday between 8 AM to 2 PM. Payment will be made after the consignment is received and checked by the schools' games department. Please ensure that the quality of products matches the standard of the samples shown. If defects are found in the goods, the whole consignment will be returned without any payment.

Yours sincerely
Ravi/Raveena
Sports Secretary

6 High Scope Public School
Hauz Khas
Delhi

23 October, 20XX

Jindal Publishers
Pratap Vihar Delhi

Subject Purchase Order for Books

Sir

This is a reference to our telephonic conversation on October 15, 20XX regarding an enquiry about certain books for school children. Based on your verbal quotation, I would like to place an order for the following books

S. No.	Name	Quantity
1	English to Hindi Dictionary	20
2	Illustrated Children's Encyclopedia	25
3	Panchatantra	15
4	Nancy Drew : Compiled Mysteries	15
5	Arabian Nights	15

Please make sure that the latest editions of these books are delivered in proper condition. We will be pleased if you give us a suitable discount and send us a catalogue too. Also, let us know the mode of payment and time taken to deliver.

Your sincerely
Ambika/Mohit
Librarian

7 Zenith Public School
Kosi Kalan–281401

11 March, 20XX

Sales Manager
Bharat Electricals and Domestic Appliances Limited
Delhi

Subject Purchase Order for Electrical Goods

Sir

This is to inform you that we are placing an order for the following electrical goods at the prices mentioned in your price list no. BE DA/43 dated January 1, 20XX.

S. No.	Item	Brand	Quantity
1.	Ceiling Fans 36"	Usha	10
2.	Table Fans 12"	Usha	10
3.	Microwave Ovens	Thompson	2
4.	Geysers 2.5 KW	Thompson	5
5.	Tubelight Fixtures	Philips	20

Please deliver the goods to school hostel on any week day between 9 AM to 1 PM. We also request you to provide some discount on this purchase. Payment will be made after the consignment is received and checked by the Hostel Committee of the school. If any defect is found in the products, the whole consignment will be returned without any payment. If you have any query, feel free to contact the undersigned.

Yours sincerely
Vishal/Vidushi
(Hostel Warden)
(Mobile No 99680XXXXX)

8 Army School
Safdarjung Enclave
Delhi
12 April, 20XX
The Proprietor
Mysore Music Associations
Delhi

Subject Order for Musical Instruments

Sir

This is to inform you that our school's management has decided to order music instruments from your company. The prices mentioned in your quotation no. 12/49/17/82 dated April 8, 20XX have been approved. The list of the instruments required is given below

S.No.	Name of Instruments	Quantity
1.	Flutes	20
2.	Casio	5
3.	Sitar	3
4.	Harmonium	5
5.	Drums	2

Kindly ensure that the delivery is made within 15 days between 10 AM to 2 PM. I am sure that proper packing of the instruments will be taken care of. Any damage caused during transportation will be your responsibility. The payment will be made only after the quality of the instruments has been checked and approved by the school management.
For any enquiry, feel free to contact the undersigned.

Yours sincerely
Nandini/Namit
(Head-Department of Music)
Mobile No. 97604XXXXX

9 Safdarjung Development Area
New Delhi
29 June, 20XX
The Editor
The New Indian News
54, RK Puram
New Delhi

Subject Increasing Attacks on Old People

Sir

Through the columns of your esteemed newspaper, I would like to draw the attention of the concerned authorities regarding the increase in attacks on old people living alone. It is extremely disturbing to see the growing feeling of fear and insecurity among the elderly due to frequent attacks on them.

They are not safe even in their homes. They are an easy prey for attackers because they are weak, they live alone and prefer to keep money and all their valuable belongings in the house.

The increase in the attacks is an evidence of our negligence towards the welfare of the elderly. We must make serious and collective efforts to fight with this problem. CCTV cameras should be installed on all streets and corners. Neighbours of such elderly people living alone should have some responsibility towards their welfare.

I hope the authorities will be more alert and initiate stict steps to encounter the enemies of humanity.

Yours sincerely
Tanvi/Shirish

10 34, Rajan Nagar
Jaipur
28 May, 20XX
The Editor
Times of India
New Delhi
Subject The Issue of Global Warming
Sir

Through the column of your esteemed newspaper. I want to express my deep concern regarding the increasing global warming. Due to this, climatic changes are visible everywhere. Polar ice caps are melting rapidly. This is increasing the danger of many coastal areas getting submerged due to increase in sea-level. Emissions of green house gases must immediately be controlled along with the large scale afforestation. Use of public transport should be given preference because carbon emission caused due to vehicles is the main source of green house gases.

I hope my ideas would increase public awareness and some positive changes might be brought.

Yours sincerely
Nikhil/Nikita

11 17E, Ravi Dass Road
Kochi
15 March, 20XX
The Editor
The Hindu
Chennai
Subject Nuisance caused by the Loudspeakers
Sir

I write this letter to express my anguish and annoyance over the problem of loudspeakers during the examinations. The final examination are just around the corner. The loudspeakers disturb our studies in the day and sleep in the night.

Despite the ban on loudspeakers after 10 pm, many people are seen frequently violating this rule. I suggest that the municipal authorities should take strong action against the people responsible for creating such disturbance. They could either be penalised with heavy fines or banned altogether. Also, during the permissible hours, the authorities should ask people to keep the sound below a certain tolerable level, so that students are not disturbed.

I hope that the authorities will take this problem seriously and make sincere efforts to counter it.

Yours sincerely
Prabhu Kumar/Parvati

WWW.EXAM...JAIN

12 14/9, Hill Apartments
Jaipur
26 December, 20XX
The Editor
The Jaipur Times
Jaipur
Subject Improving the Facilities for Tourists
Sir

Through the column of your reputed daily, I would like to highlight the issue of unsatisfactory tourist facilities in the city of Jaipur. Being one of the best tourist destinations of India, Jaipur, the Pink city, highly fascinates the tourists especially foreigners. Consequently, one expects to find efficient facilities for all tourists. But many tourist sites lack basic facilities like cleanliness, proper sanitation and clean drinking water.

We need to make this city tourist friendly. The concerned authorities should look after the facilities of drinking and sanitation at all tourist spots. Only licensed hawkers and rickshaw pullers should be allowed near the place. Even the prices should be regulated and displayed in public so that the tourists are not cheated.

I hope that any suggestions would reach the concerned authorities through your newspaper and suitable measures would be taken to make our city a paradise for tourists.

Yours sincerely
Hema/Hemant

Self Assessment

1 Recently you travelled in a State Transport luxury bus from Chennai to Thiruvalluvar. To your shock, the air-conditioning in the bus was not working properly. The quality of the maintenance of the bus was also not up to the required standard of a luxury bus. Throughout the journey you spent the time in unbearable heat. Write a letter to the General Manager (Maintenance) of the State Transport for taking action in this matter. You are Hema/ Ganesh, 25, Officers Quarters, Avadi, Chennai.

2 You are Rajeshwari/ Rajesh, President, RWA, Govindpuri, Bengaluru. The main park in your locality, which was once a model park, lies in a state of utter neglect. It has become a favourite spot for anti-social elements and also a permanent resting place for stray animals. Write a letter to the Municipal Commissioner requesting him to instruct the horticulture department to take prompt action and restore the park to its original condition.

3 You are Ravi/ Renu of Ravidas Chowk, Sadar Bazar, Moradabad. You had bought a copy of the Social Science textbook of Class X, UP Board, from a nearby bookshop. After reading the book, you find that there is overlapping of print on a few pages. Also, some pages are missing due to defective binding. Write a letter of complaint to the publishers, M/s Sarojini Publishers, Bareilly, asking for a free replacement.

4 You are Ashwini/ Aradhana, of 1/169, Civil Lines, Agra. You have recently purchased a new washing machine from the showroom of M/s Vikki Sales Corporation. However, the performance of the machine leaves much to be desired. Write a letter complaining about the poor performance to the Customer Service Incharge of the company mentioning clearly the problems observed. Also state the action you want to be taken from their side.

5 Write a letter to the Superintendent of Police of the district complaining about the unauthorised construction of a block of three shops adjacent to the public park in your area. You are Suresh/ Sarojini, President of the Residents' Welfare Association of your area.

6 You are awaiting your class 10th results. Meanwhile you would like to do a short-term course on personality development. Write a letter to the Director, Professional Careers Institute, Hyderabad, enquiring about the course details. You are Kailash/Kusum of 148, Model Town, Delhi. (150-200 words)

7 As a health conscious person, you noticed an advertisement in the newspaper on Yoga classes, in your neighbourhood. Write a letter to the organisers of yoga for public, R K Puram, New Delhi requesting him/her to send you information about the duration of the course and other relevant details. You are Shweta/Srikar of 15, R K Puram, New Delhi.
CBSE 2019

8 You are Salim/ Sarika, Administrative Officer of M/s Sanjeev Security Agencies, Saharanpur. You are opening your new office in the city for which you require suitable office furniture for an office with two rooms and a hall. Draft an enquiry letter to M/s Office Suppliers, Saharanpur, asking for a quotation for the items required. Specify the number required to each item and ask for credit in payment. (150-200 words)

9 You are Chandan/Chandni, Manager of Smart Detective Agency, Patna, You require an Annual Maintenance Contract (AMC) for the three air conditioners and one refrigerator in your office. Specify the size/capacity of the items for which AMC is required. (150-200 words)

10 Write an enquiry letter to the Manager of Saryu Banquet Hall, Udham Singh Nagar, for catering of the wedding reception of your younger brother after 15 days. (150-200 words)

11 You are Samrat, a student of Class X and a resident of Mumbai. You are interested in learning French in your summer vacations. Write a letter to the Director of Language Learning Institute, Colaba, Mumbai, asking him about the various courses offered by the French during the summers. (150-200 words)

12 You are Karan/Kirti of Ramesh Nagar, Ghaziabad. Write a letter to Friends Travel Agency, Central Market, Ghaziabad to make an inquiry about their special tour package for Europe. Invent the necessary details. (150-200 words)

13 You are the Principal of Sophia Girls School, Patiala. Write a letter to the Manager, Perfect Sports Distributors, Ludhiyana, inquiring about the prices of various sports items and kits that you need for your school. Specify the details of the products required. (150-200 words)

SELF ASSESSMENT

14 You are Devinder/Damayanti, Secretary of your school's Science Club. Write a letter to M/s Scientific Suppliers, Kashmiri Gate, Delhi, placing an order for working models of Physics principles (3 items–give names) for your club based on the price list given by the supplier. Invent the necessary details (150-200 words)

15 You are Garima/Girish, Manager, Sindhu Enterprises, Ranchi. You need various furniture items for your newly constructed head office. Write a letter of M/s Office Equipment Corporation, Ranchi, placing a bulk order for various items of office furniture (minimum 4), giving necessary details. Ask for discount on bulk purchase and base your order on the supplier's quotation no OEC/34/17-18. (150-200 words)

16 Write a letter to M/S Laxmi Stationary Mart, Chawri Bazar Delhi placing an order for essential stationary products (minimum 4). You are RK Mittal, Office Superintendent, Bundelkhand Public School, Jhansi (150-200 words).

17 You are Nehal Choudhary, Computer incharge, of DIPS, Rohini, New Delhi. Your school wishes to buy computers and computer accessories from Delhi Inc. Nehru Place, New Delhi. Draft a letter placing order giving all the specification of the product and quantity. (150-200 words)

18 You are Raman/Reema. As manager of Sunrise Boutique, write a letter in 100-150 words to the manager of Decor Emporio placing your order for furnishing and upholstery (such as curtains, carpets, sofa covers, etc) for your Boutique.

19 Write a letter to Pankaj Groceries, Rajguru Market, Hisar to place an order for some crockeries. You are Raj/Ritu, Store incharge, Shahi Catering Services, Karnal. Give the specifications and quantity of the items you need. (150-200 words)

20 You are Rohan/Rohini of 77/84 A, Exchange Road, Kanpur. Write a letter to the Manager, Golden Bakery, ordering some confectionary items (muffins, pastries, cookies etc) for your society's party. (150-200 words)

21 You are Amar/Asha, Head of Chemistry Department of Roshanlal Sr Secondary School, Saharanpur. You require various lab apparatuses and chemicals for your laboratory. Write a letter to M/s Om Scientific Works, Saharanpur placing a bulk order for the purchase of various items. Mention all the necessary details of the items as well as the discounts available on the purchase. (150-200 words)

22 Influence of friends can have both positive and negative impact on the students. Write a letter to the Editor of a national daily discussing how we can make it positive and productive. You are Arun/Aruna 24 Mall Road, Chennai. **CBSE 2016**

23 The tourism industry can bring valuable income to the country. Write a letter to the Editor of a popular daily on how the government and the public can boost the development of this industry. You are Rama/Ram, 4 Rani Road, Ranchi. **CBSE 2015**

24 There is a flood of advertisements on television channels these days. Useless commodities and superstitious beliefs are promoted through glamorous and exaggerated presentations. Write a letter to the Editor, "New Indian Express", about the negative influence which such advertisements have on the minds of the people. You are Radha/Ramesh of Mayur Vihar, Lucknow. **CBSE 2015**

25 Your grandfather is very upset about the rising prices and keeps thinking of this golden times when things were very cheap. Your are very convinced that inflation has made life difficult for the common man. Write a letter to the Editor of a national daily describing the difficulties faced by poor families. **CBSE 2014**

26 Write a letter to the Editor of a national newspaper regarding creating awareness towards health and hygiene among rural people. You are Madhav/Madhavi of Mahaveer Nagar, Jaipur. **CBSE 2014**

27 Write a letter to the Editor, The Times of India, about evoking awareness for the use of solar energy among the citizens of India. You are Daman/Damini from Vijay Nagar, New Delhi. (150-200 words)

28 You are Chitra/Chitranjan, 55, Brindawan Lane, Bhopal. Write a letter to the Editor of a local newspaper expressing concern about the misbehaviour of some auto-rickshaw drivers in the city. **CBSE 2019**

29 You are Rohit/Reena of 1/117, Kailash Colony, Mathura. You are preparing for your X Class Board Examination, but due to frequent electricity cuts, it is becoming difficult for you to concentrate. Write a letter to the Editor, 'The National News' highlighting the problem. **CBSE 2019**

CHAPTER

02

Analytical Paragraph

An analytical paragraph is a written text based on the analysis of a data. It basically explains your thesis or arguments regarding a subject with evidences. In other words, an analytical paragraph does not just describe the data but also points out some specific parts from it to justify your statement. *For writing an analytical paragraph following strategies to be kept in mind*

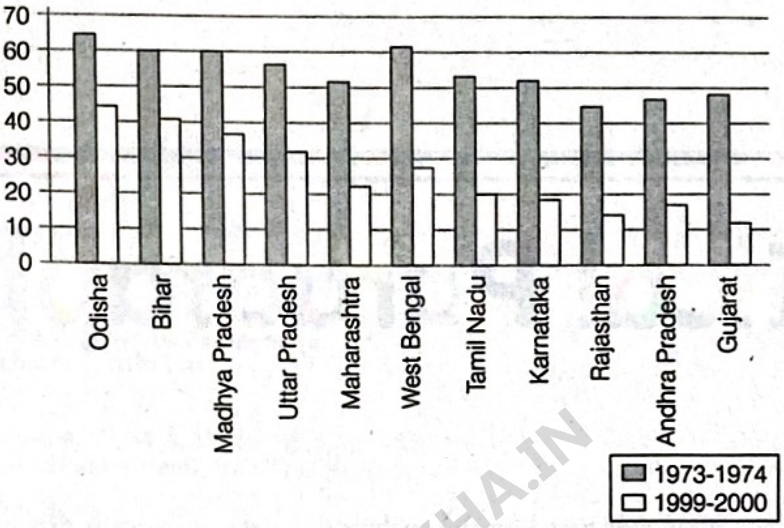
- Read the data carefully.
- Understand the topic on which analytical paragraph to be written.
- Carefully study the trends, figures and information given for analysis.
- Use the trends as an evidence to support your statement.
- Give a clear introduction and conclusion.
- Try to avoid repetition of information.

Elements of An Analytical Paragraph

- **Claim or Topic Statement** Make a clear statement or give a title to your para about you want to communicate based on the given data.
- **Evidence** Use the figures or the textual information to justify your argument.
- **Explanation** Explain your analysis and understanding of the data in detail.
- **Conclusion** End the paragraph with rewriting your argument in a new way.

Format of Analytical Paragraph

Given alongside is a graph that pertains to the percentage of the population living below the poverty line across different states of India in two years, 1973-74 and 1999-2000. Use the information provided to write a paragraph on the age-old problem of poverty in India. Mention the regional trends and the way the scenario has changed over the years.



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Title

Poverty : A Perrenial Problem in India

Poverty in India has manifested itself in many ways. It has become one of the major ever-continuous problems that our country faces today. Be it landless laborers, street cobblers, rag pickers, vendors or beggars, all of them fall under the category of "poor". Even though there has been a decrease in the population of people living below the poverty line, the problem still persists.

Introduction
(This paragraph contains the topic statement, the claim or the central argument of the analysis)

The given bar graph compares the percentage of the population living below the poverty line across different states of India in two years, 1973-74 and 1999-2000.The decrease of the poor population is very evident in all of the states. It comes as an encouraging note that in two of the states the decline has been drastic. Gujarat has seen a decrease of 27% of the poor population from 48% to 15% in the space of about 26 years. A similar decrease of 36% is seen in West Bengal from 63 % to 27% within the same time gap. At the same time, many states including Uttar Pradesh, Bihar, Madhya Pradesh and Odisha show a slow decline. They account for 70% of the poor stratum of the society in 1999-2000.

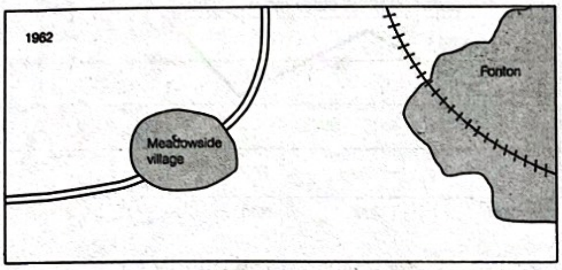
Overview
(This paragraph contains the main points of the analysis. It contains the evidences and the explanations that justify your argument)

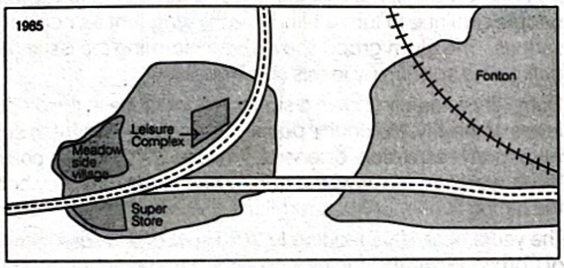
Thus, a lot need to be done to completely eradicate this social evil from the country.

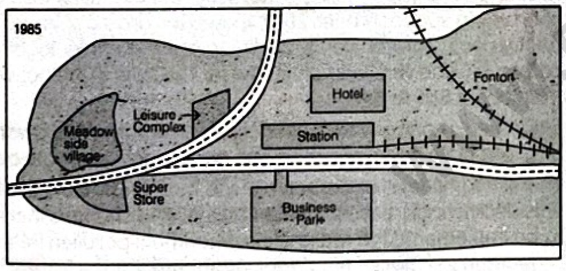
Conclusion
(The last paragraph reinstates the main argument of the whole paragraph.)

Solved Examples

1 **The maps given below show the changes that have taken place in Meadowside Village and Fonton, a neighboring town, since 1962. Analyze the changes that had taken place over the years and write an analytical paragraph in 150-200 words.**







Ans. The Growth and Development of the Region

The maps given illustrate how the Meadowside village and Fonton, the neighbouring town has changed and developed. It depicts the map of both the locations for the years 1962, 1985 and the present respectively. It is pretty evident form the maps that both the village and the town increased its size to have finally merged together.

In 1962, the village and town were separate entities with a different infrastructures, housing and facilities. There were no roads or rails to connect the village with the town. While there was a railways going through Fonton and a road from Meadowside village, they went in completely different directions. By 1985, both the locations not only grew in size but were also connected by another road that extended to the West. The growth and development of the region was unstoppable. Soon, the village and the town merged into a new area housing many luxurious facilities. Now, the region has a new railway line and platform been established in between Meadowside village and Fonton.

The new area even has a hotel and a business park that vouches for the great development of the region.

2. **The following table gives statistics showing the aspects of quality of life in five countries. Write an analytical paragraph in 150-200 words on the given information by selecting and reporting the main features and make comparisons where relevant.**

County	GNP Per Head (1982 : US dollars)	Daily Calorie Supply Per Head	Life Expectancy at Birth (years)	Infant Mortality (per 1000 live births)
Bangladesh	140	1877	40	132
Bolivia	570	2086	50	124
Egypt	690	2950	56	97
Indonesia	580	2296	49	87
USA	13160	3653	74	12

Ans. Quality of Life

The given table shows the aspects of quality of life of five countries. Using the four economic indicators it shows the standard of living in these countries in the year 1982. From the data available to us, we can say for sure that the standard of living of USA was the highest out of all the five.

To begin with, USA which is a developed country has a GNP of 13,160 dollars per head. It also has a much higher calories intake for a day, high life expectancy and very low infant mortality. In comparison to the USA, these factors for other countries at lower level. The range of the indicators depicted show a similar trend for the countries Egypt, Indonesia and Bolivia. Out of the three Egypt seems to have the highest standard of living. Within the same category, Egypt also shows a higher Infant Mortality Rate standing at 97 deaths per 1000 infants.

Out of the five countries, Bangladesh has the lowest quality of life with its GNP being hundred time less than USA. It has a significantly higher Infant Mortality Rate and its daily calories intake as well as Life Expectancy is half of USA. Given that we rank the countries as such- USA, Egypt, Indonesia, Bolivia, and Bangladesh.

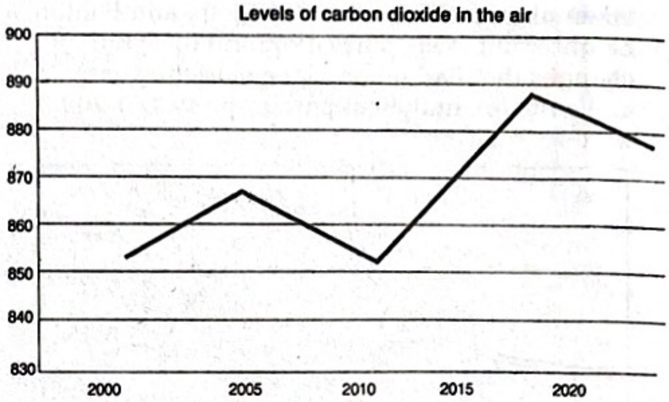
3. **Read the following report and write an analytical paragraph based on it, in 150-200 words.**

Recent studies have shown a rapid conversion of impaired glucose tolerance to diabetes in the Southern states of India, where the prevalence of diabetes among adults has reached approximately 20% in urban populations and approximately 10% in rural populations. Because of the considerable disparity in the availability and affordability of diabetes care, as well as low awareness of the disease, the glycemic outcome treated patients is far from idea.

Ans. The Indian Diabetic Burden

India, a country experiencing rapid socioeconomic progress and ubranisation, carries a considerable share of the global diabetes burden. Studies in different parts of India have demonstrated an escalating prevalence of diabetes not only in urban populations, but also in rural populations as a result of the urbanisation of lifestyle parameters. The prevalence of prediabetes is also high. Recent studies have shown rapid conversion of impaired glucose tolerance to diabetes in the Southern states of India where the prevalence of diabetes among adults has reached approximately 20% in urban populations and approximately 10% in rural populations. Due to the considerable disparity in the availability and affordability of diabetes care, as well as awareness of the disease, the glycemic outcome in treated patients is far from ideal. Lower age at onset and a lack of good glycemic control are likely to increase occurrence of vascular complications. The economic burden of treating diabetes and its complications is considerable. It is appropriate that the Indian Government has initiated a national programme for the management and prevention of diabetes and related metabolic disorders. Lifestyle modification is an effective tool for the primary prevention of diabetes in Asian India. The primary prevention of diabetes is urgently needed in India to curb the rising burden of diabetes.

4. **Gautam was alarmed to see the graph that tracked the rising levels of Carbon dioxide in the air of his city, Nagpur. He decided to write a paragraph on the data to show his alarm and painted the present picture in order to caution people against environmental pollution. Write an analytical paragraph for Gautam in 150-200 words.**



Ans. Air Pollution- The Deadly Air

Air Pollution is a serious issue affecting our planet today, yet many people continue to turn a blind eye thinking that it's not that serious. The given graph shows how alarming the issue of air pollution is specifically in this city, Nagpur.

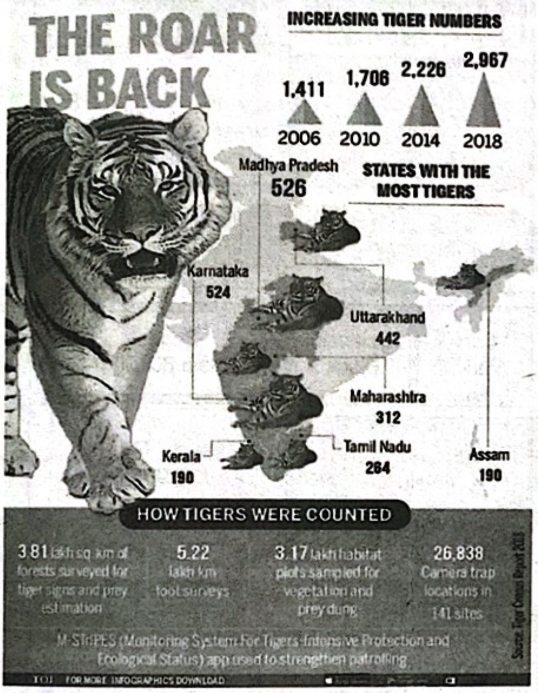
Data very evidently shows a significant increase in the air pollution levels of the city. No doubt, people of Nagpur have been suffering from many respiratory diseases. While in 2000, the air pollutions levels were not very low, the quality of air then was way better than the air the subsequent generations are inhaling.

The years after 2005 leading to 2010 saw a decrease in the levels of Carbon Dioxide in the air which might be amounted to the raising awareness regarding the issue. But this factor also falls short when suddenly after 2010, there was drastic change. The quality of air was constantly declining and the percentage of carbon dioxide was ever on increase. The level of the gas reached from about 855 to 890.

Since then, many government policies, programs and awareness sessions have been launched and we are getting aware about it. Therefore, the level of Carbon dioxide has seen a slow decline. This decline indicates that there is still a lot of changes that needs to be implemented to make our environment pollution free.

Exam Practice

1 Below is the graph that illustrates tiger population in India. Referring to the same Write an analytical Paragraph in 150-200 words.



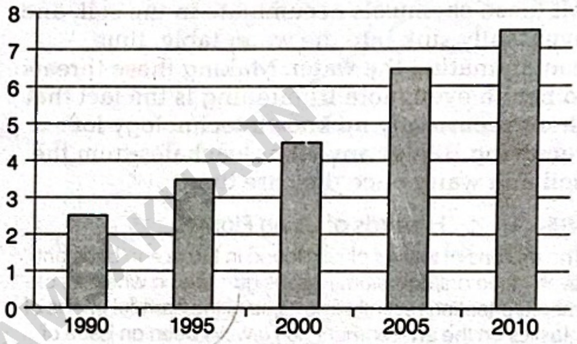
Ans. The Roar Is Back

The tiger is an iconic species whose dwindling population is a concern for our whole country. To conserve the population of this mysterious animal, many programs and project were initiated by the country and it seems that the projects had worked well. The given graph shows the increasing number of the tiger in the country.

Poaching, one of the greatest dangers resulting in the decline was the first thing addressed. Cameras were set at different locations where there were an abundance of tigers. Apart from the cameras, forest areas were converted into reserved regions where no poaching was allowed. To do so, approximately 5.22km of foot surveys were made to make sure that the area could remain a habitat of the species. As a result, the declining number started climbing. The population of the tigers increased from 1411 in 2016 to 1706 in 2014 and then to 2226, 2967 in 2014 and 2018 respectively. The regions that saw the growth includes Madhya Pradesh where the tiger populations in 2018 is 526. The other states with high number of tigers are Karnataka, Uttarakhand, Maharashtra, Tamil Nadu, Kerala, and Assam with 524, 442, 312, 284, 190, and 190 respectively.

Given all these data, the tiger conservation projects and programs have been quite successful in preventing the animal from becoming extinct and preserving their natural habitat.

2 The following data shows that death due to violence which has considerably increased during recent years. Using this data, write an analytical paragraph in 150-200 words focusing on how the educated youth can play a major role in establishing peace in the society.



Ans. Youth and Peace

Youth and peace are interlinked in society. Youth can play an important role in establishing peace in society. The above given graph depicts the data found in a survey presenting the decline of peace and the growth of violence in our society.

In the survey conducted, it was found that number of deaths due to violence has increased enormously since the nineties. The numbers presented in the data is alarming. There is absolutely no decline but a significant exponential growth in the death rate due to violence. During the 1900 the death rate was 2.5 which increased to 3.5 in 1995. This ever continuous growth is more visible in between the years 2000-2005 wherein the rate went up from 4.5 to 6.5. In 2010, it has increased to 7.5 and in the present not really seems to stop. This condition is really very sad and needs an immediate action.

Our youth can play a major role in controlling this crime graph. They can contribute towards establishing peace in many ways. They can awaken the people towards the necessity of peace. They can help the police in catching the criminals. The youth of today, holds the capacity to make the world a serene and a peaceful place to live.

3 Read the following report and write an analytical paragraph on the data in 150-200 words.

Single-use plastic water bottles cause dangerous substances to "leach" into the soil and water. The bottles typically don't begin to break down for one hundred years or even longer. Their decomposition may be speeded up by extreme weather conditions, e.g. very hot or very cold temperatures. As they break down, they release dangerous chemicals like Bisphenol-A into the soil. Bisphenol-A is an endocrine disruptor, i.e. it can affect the level of hormones within the human body, creating scope for diseases. In addition BPA is known to be carcinogenic (cancer-causing) in humans. All these chemicals accumulate in the soil, and eventually sink into the water table, thus contaminating the water. Making these threats to health even more frightening is the fact that there is currently no known technology for removing BPA or any other leachates from the soil and water once they are there.

Ans. Hazards of Using Plastics

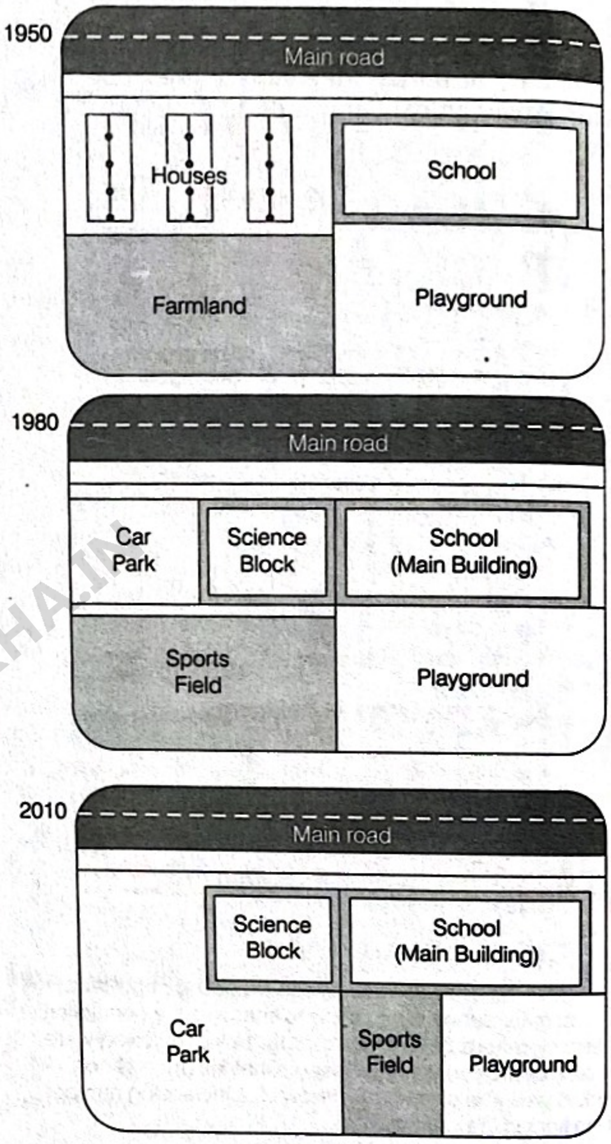
The millions of tons of plastic found in the ocean beds and even in the animals stomach has garnered a whole lot of media attention recently. The issue of the harmful effects of plastics on the environment has always been an issue of discussion. However, in the recent times, the harmful effects that the plastics have on the human body has come into limelight.

It is not a hidden fact that only a tiny portion of the plastic used daily is recycled and reused. Most of the everyday plastics fill the landfills or the water bodies where it takes thousands of years to decompose. Within these years, the plastics drains out in the soil and the water. Researches across the world are warning against such mircroplastics that are a part of the land and water that we use. They have a long-term negative effect on the ecosystem adversely affecting human health. Over the years the leaching of the plastic, reaches the water table and contaminates the water with toxic substances. The water reaches our food chain and makes us prone with many diseases. One such substance found by the researchers is Bisphenol-A which has shown to affect human health negatively.

Given that not much research has been successful within the field, we need to understand that plastic is dangerous for all. Instead of making it a part of our ecosystem, we should reuse it and recycle it.

4 The diagrams shown below shows the changes that have taken place at Mount Mary School, Goa since its construction in 1950.

Comparing the maps write an analytical paragraph in 150-200 words.



Ans Changes in the Mount Mary School's Infrastructure

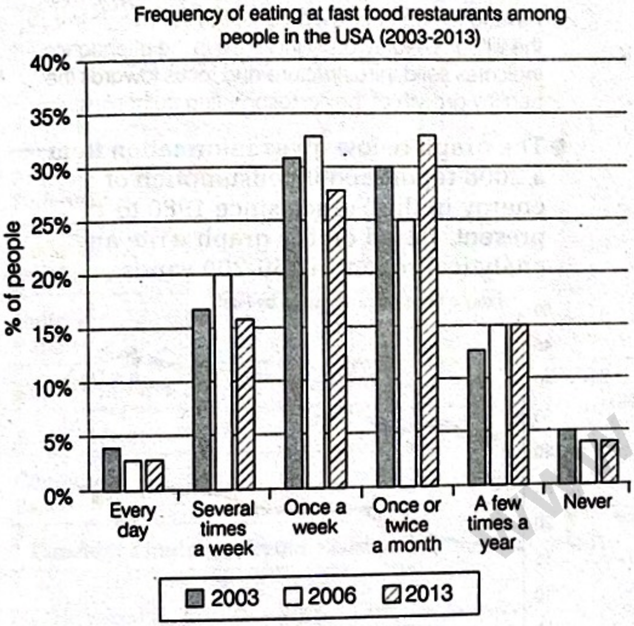
The given diagrams show how the Mount Mary School located in Goa had undergone change and development since the time it had been constructed in 1950. It is very clear from the diagrams the overall, the main building of the school did not change throughout the years. But, all the other parts of the school were replaced by the needs of the time.

The time frame that the diagrams cover is of three years, that is, 1950 as it was constructed, 1980 and 2010. In the 1950 the school had a playground behind it, a farmland in the South-West and houses in the West of its complex.

By the 1980s, the houses and the farmland were replaced. The houses were removed to make space by cars and add another science block to the school. The farmland was converted into a sports field.

The latest additions were made in 2010 when the complex and its various parts were resized. While the science building remained the same, the areas of the playground and the sports field were reduced to make space for car parking. Concluding the main complex, that is, the school building is over 60 years old and very well accommodates the changing culture.

5 **The chart given below shows how frequently people in the USA ate in the fast food restaurants between 2003 and 2013. Using the given data, write an analytical paragraph in 150-200 words.**

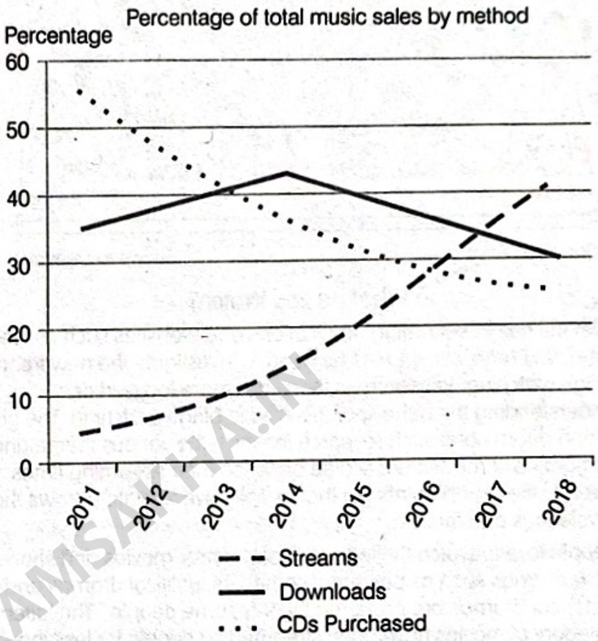

Frequency of eating at fast food restaurants among people in the USA (2003-2013)

Ans. **Dependence on Fast Food**

With the changing lifestyle, it is becoming difficult for us to cook meals at home every day. We prefer going out to our favourite fast food restaurant at least once in week or a month. This tendency of eating fast food is clearly evident in the above graph which shows the frequency of eating at a fast food restaurant among the people of the USA.

Overall, most people of the USA preferred going to a fast food restaurant either once in a week or once or twice in a month throughout the timeframe. At the same time there were only a few people who went to the fast food chains every day or did not go at all. The number seem to change almost negligently. For all the three years, i.e. 2003, 2006, 2013, Americans preferred fast food only once or twice in a month or week resting somewhere around to 30-35%. The Americans who either ate fast food everyday to never at all always remained below 5%. Among the Americans, there were people who would eat at fast food chains several times a week and some also ate at fast food chains only a few times a year. Given that the data did not change much, we can say that the love for fast food remains the same.

6 **The graph below shows how people buy music. Analyze the given data and write an analytical paragraph in 150-200.**


Percentage of total music sales by method

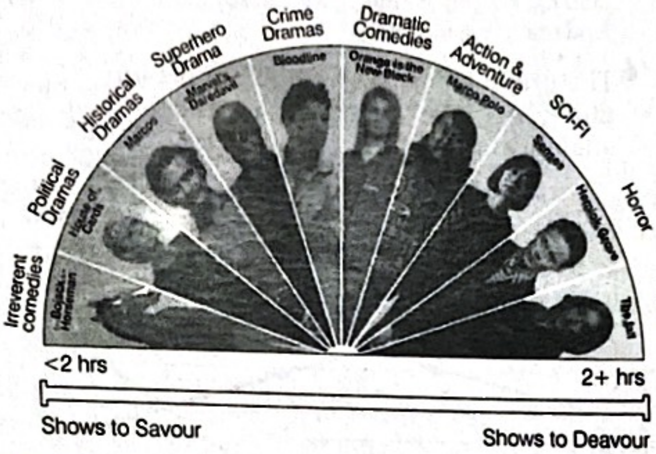
Ans **Trends in Buying Music**

In this busy and crowded world, music has become an agency for us to be happy and relaxed. Its importance is very well depicted by the new music and new applications for music streaming being introduced every day. The given graph focuses on this increasing popularity and illustrates the trends in music buying habits between 2011 and 2018.

The data presents three different methods of buying music: streaming, downloading and buying CDs. Overall, both downloads and physical sales of music have steadily declined. The latter has slumped since 2011, while the downturn for the former began in 2014. However, there has been a sharp rise in people streaming music since 2013. In 2011, the majority of music sales were of CDs, at 55% of all sales. In contrast, streaming was not common at all as it is only 5%. Although people had started to download music, it only represented 35% of sales. As sales of CDs began to fall, the era of downloads began. Downloading rose steadily and soon overtook physical sales in mid-2013. During the same period, with newer technology streaming doubled to 10% and started to grow more dramatically.

Downloads peaked in 2014 at about 43% of sales but fell to 30% by 2018. This was slightly higher than physical sales, which reduced to 25%. Streaming, on the other hand, overtook both of them and accounted for just over 40% of sales in 2018.

7 **Given below is a graph illustrating behaviour of people while streaming shows on various sites such as Netflix, Amazon Prime, etc. Write an analytical paragraph on the binging habits of people in 150-200 words.**



Ans. What do you Watch?

With the rise in streaming applications and websites such as Netflix, Amazon Prime, etc, there is no need to investigate the new trend of binge watching. Researchers today are more focused on understanding the behaviour involved in binge-watching. The given graph depicts one such research in which the various theme and categories of movies are scaled between their streaming times. Overall, the graph points out that people love to watch shows that are mysterious and thrilling.

People love to watch thrillers, sci-fi and horror movies and shows while slow dramas such as perverent comedies, political dramas and historical dramas are preferred by only some people. The latter category of movies have been streamed by people for less than 2 hours while the former has been devoured for exceeds 2 hours. People also like to stream Superhero Dramas, Crime Dramas, Dramatic Comedies and Action and adventures. All these categories are streamed for about 2 hours.

From this given data, we can understand that people binge-watch shows that cater their senses. Something that excites them and creates a curiosity is loved by everyone and so is more popular.

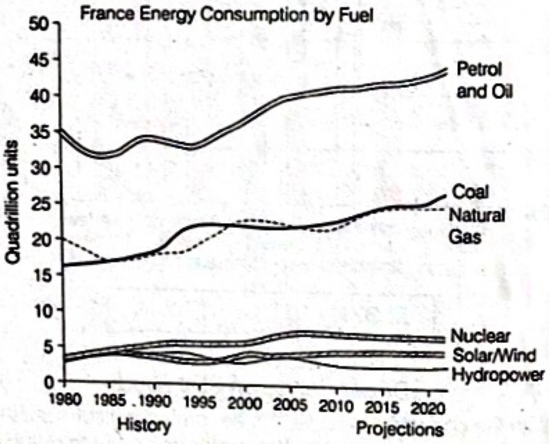
8 **Study the following chart that presents the year wise percentage of attendance in secondary schools of India and write an analytical paragraph based on it in 150-200 words.**

Types of School in India	% of Attendance	% of Attendance	% of Attendance	% of Attendance
Year	2000	2005	2010	2015
Government Schools (In City)	62%	68%	70%	78&
Government Schools (In Villages)	24%	28%	32%	44%
General English Medium Schools	52%	49%	54%	59%
Convent-Run Schools	80.5%	82%	84%	89%

Ans. Year wise Percentage of Attendance in Senior Secondary Schools of India

The given graph shows that the percentage of attendance is recorded with a gap of 5 years. The given table depicts, across time, from the year 2000 to 2015. During the 15 years, there is a steady and healthy increase in the percentage of attendance in all the four types of schools. The increase in Convent-run schools is much higher compared to the other three types of schools. Initially, the village schools show a noticeably poor percentage in attendance and the General English Medium schools show less percentage of attendance compared to the Convent-run schools. All in all the continuous higher percentage indicates that the relevant authorities are learned about improving the education of the country. The poor attendance in the 2010 in the Government-run village schools shows a big leap in the year 2015, indicating that the Government must have taken an effective measure to improve literacy in the villages. Noteworthy increase in the attendance indicates solid infrastructure and focus towards the healthy growth of the corresponding authorities.

9 **The graph below gives information from a 2008 report about consumption of energy in the France since 1980 to present. Based on the graph write an analytical report in 150-200 words.**



Ans. Consumption of Energy in France

The given graph illustrates data from a 2008 report regarding the energy consumption in France since the 1980. Overall, fossil fuels have shown an increase in consumption since the start of the period with expectations for even more reliance on these fuel resources. Cleaner energy resources have accounted for less energy consumption and the trend appear to remain the same.

If we look at the fossil fuel resources, that is, petrol and oil, coal and natural gas we will notice that their consumption has seen a steady increase from the 1980. The consumptions of petrol and oil started at 35 quadrillion in 1980 and today has become 45 quadrillion. The consumption of coal and natural gas has increased but not as dramatically as petrol and oil. All the three fuels has seen decline in its consumption but it was only momentary. In complete contrast to these fossil fuels stand the cleaner energy sources that is nuclear, solar power, wind power, and hydro power. The consumption of these cleaner sources start at the same point and see only a slight increase.

Concluding the data highlights a trend the future is going to hold regarding the use of fuels. It has found that the use of fossil fuels is continuously increasing even with the awareness that they are non-renewable resource that will soon be wholly consumed.

10 **The table shows the results of a survey that asked 8600 Scottish adults aged 16 and over whether they had taken part in different cultural activities in the past 12 months. Write an analytical paragraph based on the data in 150-200 words.**

Participation in Cultural Activities, by Age

	16-24	25-44	45-74	All aged 16 and over
	%	%	%	%
Any Performance	35	22	17	22
Undertaking any Crafts	11	17	22	19
Cultural Purchases	11	17	18	16
Any Visual Arts	30	16	11	15
Any Writing	17	6	5	7
Computer Based	10	9	5	6

• Dancing, Singing, Playing Musical Instruments and Acting

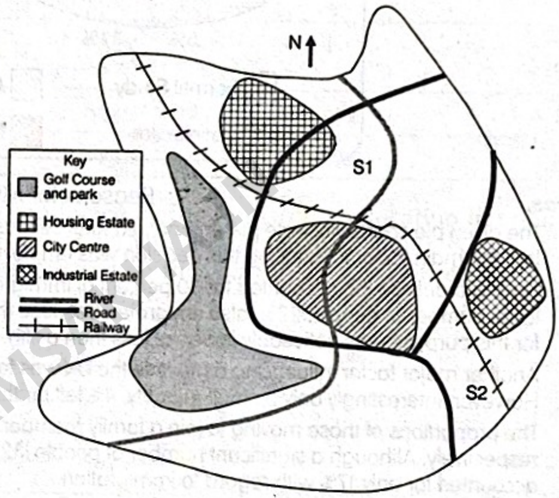
Ans. Participation in Cultural Activities

In the fast paced world, all of us are so driven by our work that we don't spend much time in participating in our cultural activities. The given table shows us the details of survey that noted the participation of Scottish people of all ages in a variety of cultural activities over a year. Overall, it can be seen that the importance of culture is deeply imbibed in the people and that they select their activities according to their ages.

From the data, it can be seen that any performance, which includes dancing, singing, playing musical instruments and acting, had the highest level of participation, with 22% of respondents participating in the past year. By contrast, computer based activities had the lowest level of participation (6 per cent). Given that most of our day is spent on screen, people do want to spend some time being offline. According to the data, people aged between 45 and 74 years old undertook any activity to do with crafts (22 per cent), while performances were participated in by those aged 16 to 24 (35 per cent).

The differences between age groups were particularly marked in the case of visual arts and writing categories, where participation rates were around three times higher for younger people than for the older ones. It is clear from the evidence that age plays a significant role in the popularity of the cultural activities listed.

11 **Below is the map of the city of Siliguri. City planners have decided to build a new shopping mall for the area and two sites S1 and S2 have been proposed for the same. Analyze the map and write an analytical paragraph on which site is suitable in 150-200 words.**



Ans. The Best Location for a Shopping Mall

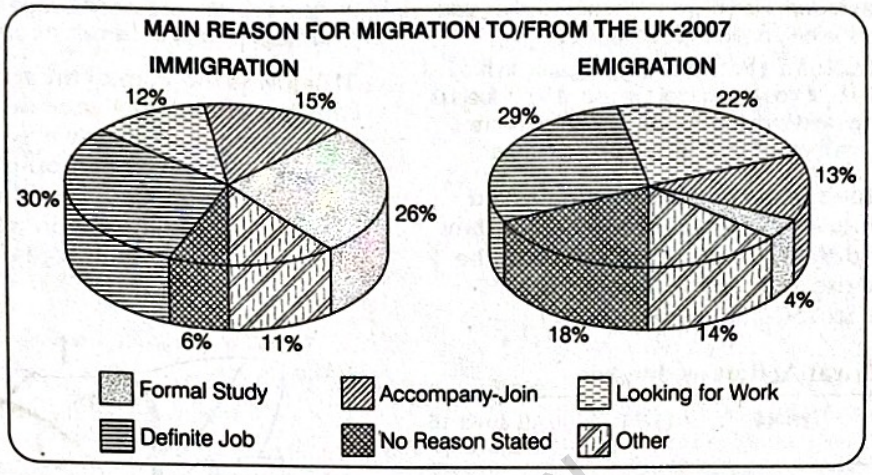
The map illustrates the plans for two possible sites for a shopping mall in the city of Siliguri. It can be seen that the two sites under consideration are in the north and the south east of the town.

The first possible site for the shopping mall, S1, is just north of the city center, above the railway line, which runs from the south east of the city to the North West. If the mall is built here, it will be next to a large housing estate, thus providing an easy access for those living on the estate and in the city center. It will also be next to the river that runs through the town which can become one of the main extractions of the mall. The site in the South-East, S2, is again just by the railway line and fairly close to the city center, but it is near to an industrial estate rather than housing which can be its biggest negative.

There is a main road that runs through the city and is close to both sites, thus providing good road access to either location. Given all the factors including the closeness to the golf course and park, S1 is more suitable as a location for the mall.

12 The following pie charts show the main reasons for migration to and from the UK in 2007.

Write an analytical paragraph based on the given information by selecting and reporting the main features and make comparisions where relevant. Write in 150-200 words.



Ans. Reasons for Migration to and from the UK

The given pie charts illustrate the primary reasons because of which people came to and left the UK in 2007. At a glance, it is clear that the main factor influencing this decision was employment.

Having a definite job accounted for 30 percent of immigration to the UK, and this figure was very similar for emigration, at 29%. A large number of people, 22%, also emigrated because they were looking for a job, though the proportion of people entering the UK for this purpose was noticeably lower, at less than a fifth.

Another major factor influencing a move to the UK was for formal study, with over a quarter of people immigrating for this reason. However, interestingly only a small minority, 4% left for this.

The proportions of those moving to join a family member were quite similar for both immigration and emigration, at 15% and 13% respectively. Although a significant number of people (32%) gave other reasons or did not give a reason why they emigrated, this accounted for only 17% with regard to immigration.

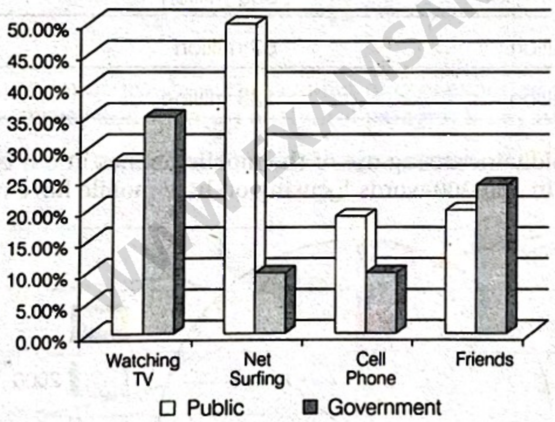
Self Assessment

1 Study the following chart and write an analytical paragraph based on it in 150-200 words.

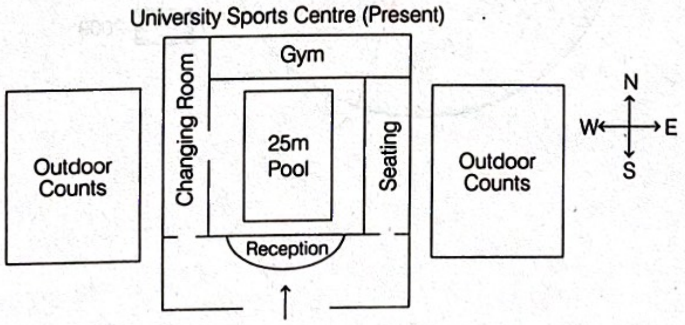
Year-Wise Percentage of Attendance in Secondary Schools of India

Types of Schools in India	Percentage of Attendance	Percentage of Attendance	Percentage of Attendance	Percentage of Attendance
Year	2000	2005	2010	2015
Government Schools (In City)	62%	68%	70%	78%
Government Schools (In Village)	24%	28%	32%	44%
General English Medium Schools	52%	49%	54%	59%
Convent-Run Schools	80.5%	82%	84%	89%

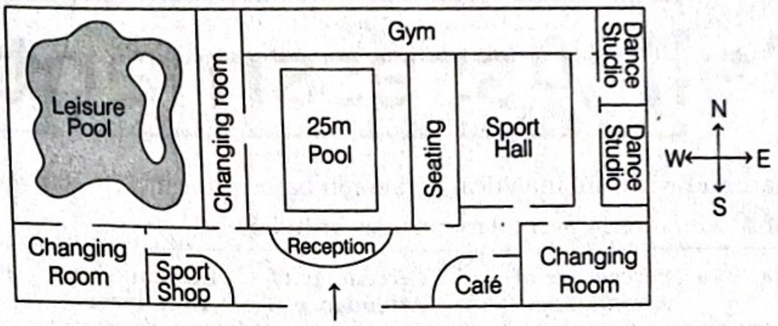
2 Study the chart given below. The chart is a result of a survey conducted by the Ministry of education in public and government schools of Vadodara. The chart depicts the types of activities that teenagers like to get involved in during their free time. Write an analytical paragraph based on the chart in 150-200 words.



3 The plans shown below includes the layout of the university sports center and how it will look after redevelopment. Write an analytical paragraph in 150-200 words focusing on how it will accommodate more students.


University Sports Centre (Present)
Gym
Changing Room
25m Pool
Seating
Reception
Outdoor Counts
Outdoor Counts
N
W
E
S

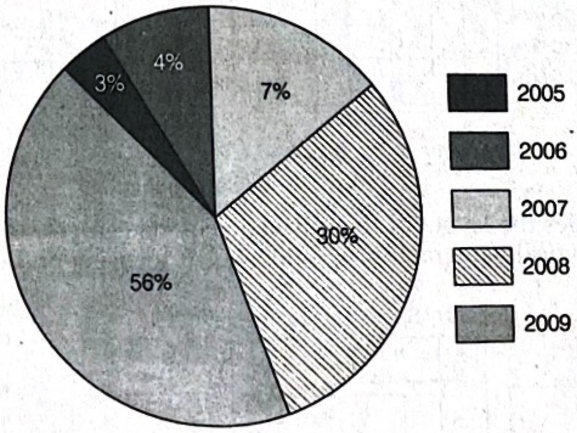
University Sports Centre (Future Plans)


Gym
Dance Studio
Leisure Pool
Changing room
25m Pool
Seating
Sport Hall
Dance Studio
N
W
E
S
Changing Room
Sport Shop
Reception
Café
Changing Room

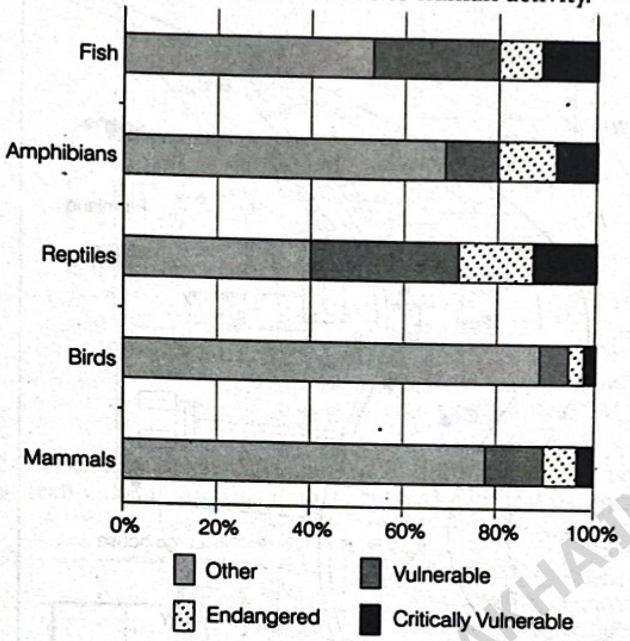
4 The following table gives information about some of the world's most studied languages. Summarise the information by analysing and reporting the main features in a paragraph, and make comparisons where relevant, in 150-200 words.

Language	**Number of People Learning the Language**	**Number of Native Speakers** (Language as Mother Tongue)	**Number of Countries where the Language is Spoken**
English	1.5 billion	527 million	101
French	82 million	118 million	51
Chinese	30 million	1.39 billion	33
Spanish	14.5 million	389 million	31
Italian	8 million	67 million	29
Japanese	3 million	123 million	25

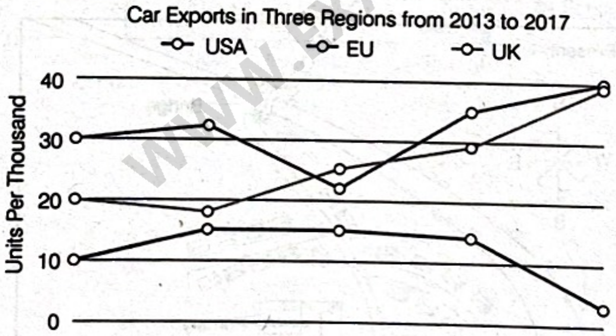
5 The given chart shows the rapidly increasing use of the mobile phones in our everyday life. Using the chart, write an analytical paragraph in 150-200 words focusing on how mobile have replaced almost all the other technologies.



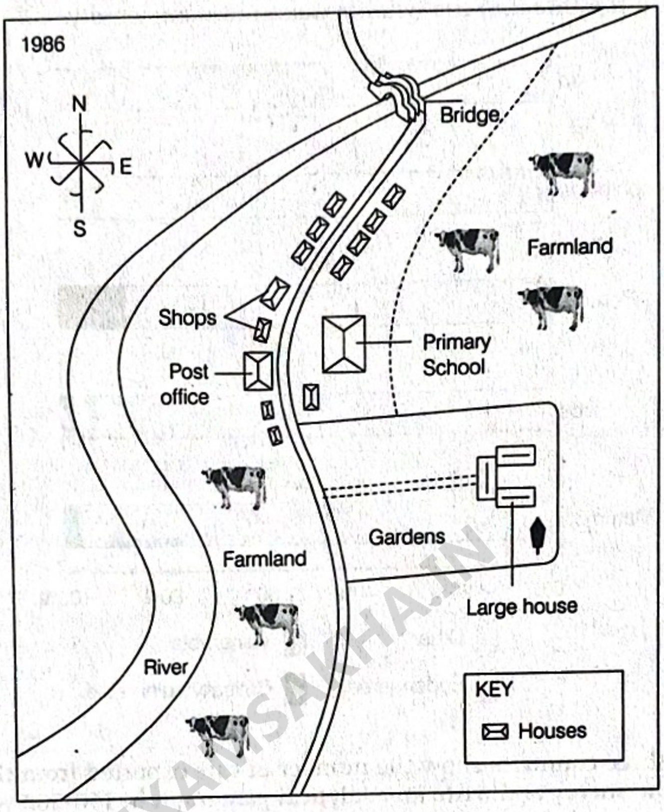
6 Wildlife protection is the need of the hour. The given graph depicts the percentage of the different animals found on our planet and their population statistics. Analyse the given data and write an analytical paragraph on 150-200 words pointing to the threat to the wildlife due to human activity.

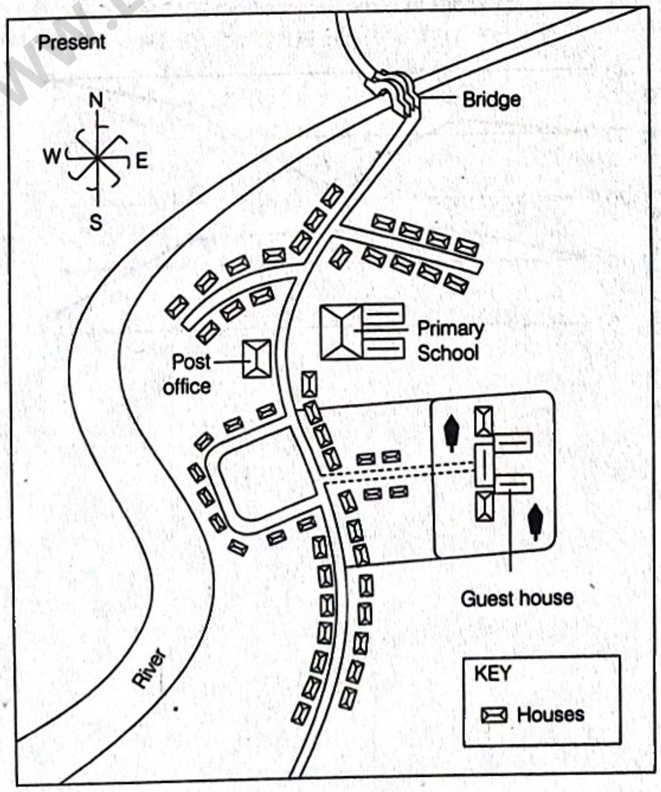


7 A survey conducted across three countries show the number of cars exported from them from 2013-2017. Analyse the data given by the survey and write an analytical paragraph in 150-200 words.

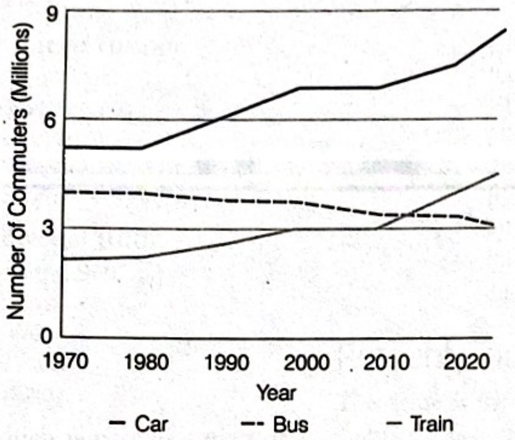


8 The maps shown below depicts the changes that the town of Diskit, Ladakh has gone through from year 1986 to the present. Using this data, write an analytical paragraph in 150-200 words.

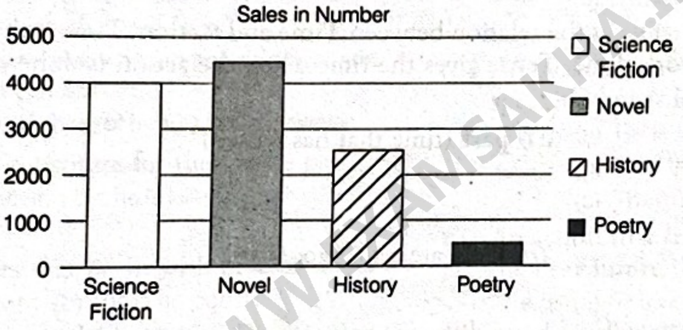

1986
N
W
E
S
Bridge
Farmland
Shops
Primary School
Post office
Gardens
Farmland
Large house
River
KEY
Houses


Present
N
W
E
S
Bridge
Primary School
Post office
Guest house
River
KEY
Houses

9 The given graph shows the average number of UK commuters travelling each day by car, bus or train between 1970 and 2020. Write an analytical paragraph based on the graph in 150-200 words.



10 The given graph shows the data collected regarding the sale of different kind of books to understand which category is popular amongst teenagers. Using this data, write an analytical paragraph in 150-200 words.



CHAPTER 01

Tenses

Tense is defined as the form of verb that gives the relation between **Time** and **Action.** Time is the duration of work and action is the work done. Tense gives the time when the action is done.

There are three phases of time

(i) **present** (time that is now) *(ii)* **past** (time that has passed)
(iii) **future** (time that is yet to come)

Let's consider the sentences given below

(i) Hari eats a mango. (Present) *(ii)* Hari ate a mango. (Past)
(iii) Hari will eat a mango. (Future)

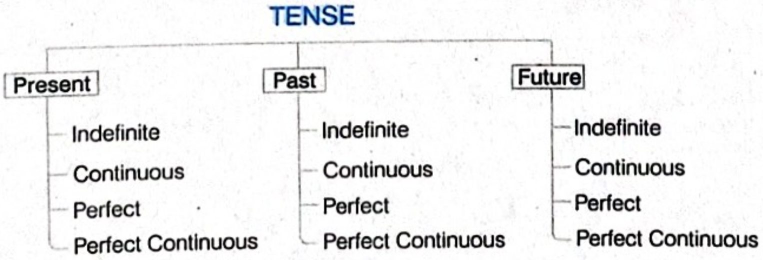
We can observe that each sentence given above has a different meaning. The reason is that each sentence has a different form of verb. These different forms of verbs are called tenses. The tense of a verb shows the time of an action or the state of being.

Classification of Tenses

There are three tenses

(i) Present Tense *(ii)* Past Tense *(iii)* Future Tense

Each tense is further divided into four forms. Study the chart given below to understand more about all tenses and their forms.


TENSE
Present
Indefinite
Continuous
Perfect
Perfect Continuous
Past
Indefinite
Continuous
Perfect
Perfect Continuous
Future
Indefinite
Continuous
Perfect
Perfect Continuous

Present Tense (Present Indefinite Tense)

(Also Called Simple Present Tense)

This tense is used in the following ways

(i) To express habitual action, habit or custom.

e.g. (a) I watch television on Sundays.
(b) She gets up every morning at 6 o'clock.
(c) He walks in the evening.
(d) My shop opens at 9 o'clock.
(e) I do exercise every morning.

(ii) To talk about a general or universal truth.

e.g. (a) Earth revolves around the Sun.
(b) The Sun rises in the East.
(c) The Sun sets in the West.
(d) Two and two makes four.
(e) Honesty is the best policy.

(iii) To indicate a future event which is part of a plan or arrangement.

e.g. (a) The school reopens next week.
(b) The examination commences next month.

(iv) To introduce quotes with the verb 'says'.

e.g. (a) Newton says, "Every action has an equal and an opposite reaction."
(b) Keats says, "A thing of beauty is a joy forever."

(v) Vivid narration, as a substitute for the simple past.

e.g. Ravana fights bravely but he is killed in the end.

(vi) Exclamatory sentences that begin with here or there.

e.g. (a) Here you go! (b) There he goes!

(vii) Time clauses and conditional clauses in place of simple future.

e.g. (a) If you do not earn money, you will not buy the house.
(b) If you do not work hard, you will fail.

› Rules for Affirmative Sentences

- Singular subject + first form of verb + s/es + ...
- Plural subject + first form of verb + ...

e.g. (a) They play cricket in the ground.
(b) She cooks food in the evening.
(c) Water boils at 100°C.
(d) We study in ABC institution.
(e) She advises me not to smoke.

› Rules for Negative Sentences

- Singular subject + does not + first form of verb + ...
- Plural subject + do not + first form of verb + ...

e.g. (a) Reena does not watch television.
(b) We do not smoke.
(c) She does not write a letter to her friend.
(d) They do not like to swim.

› Rules for Interrogative Sentences

- Do/does + subject + first form of verb + ...?
- Question word + do/does + subject + first form of verb + ...?

e.g. (a) Do you play cricket?
(b) Does she wash clothes?
(c) Does he not go to school daily?
(d) Why do you weep now?
(e) Whose book do you read?
(f) Whom do you teach?
(g) Which subject does Garima not want to study?
(h) Who teaches you English?
(i) Why do you not complete your homework?

Present Continuous Tense

This tense is used in the following ways

(i) To describe an action in progress and the continuity of the action.

e.g. (a) She is playing tennis.
(b) We are watering the plants.
(c) The passengers are wandering to and fro.

(ii) An action that is not happening at the time of speaking but is in progress.

e.g. (a) He is working in an MNC.
(b) I am teaching in a school.
(c) They are studying in DN College.

(iii) An action that has been pre-arranged to take place in the near future.

e.g. (a) The wedding is going to take place on Sunday.
(b) I am going to attend the class tomorrow.

(iv) Persistent and undesirable habit, especially with adverbs like *always, continually, constantly etc.*

e.g. (a) You are always running me down.
(b) He is constantly gazing at me.

› Rules for Affirmative Sentences

- Singular subject + is/am + first form of verb + ing +.......
- Plural subject + are + first form of verb + ing +.......

e.g. (a) I am playing a game.
(b) She is reading a book.
(c) We are going to Shimla.

› Rules for Negative Sentences

- Singular subject + is/am + not + first form of verb + ing +.......
- Plural subject + are + not + first form of verb + ing +.......

e.g. (a) Ram is not surfing the internet.
(b) They are not watching a movie.
(c) I am not swimming in the water.

› Rules for Interrogative Sentences

- Is/are/am + subject + first form of verb + ing + ...?
- Question word + is/are/am + subject + first form of verb + ing + ... ?

e.g. (a) Is Reena cooking the food?
(b) Are you not writing a letter?
(c) What is Raveena doing here?
(d) Which newspaper are you buying?
(e) Why was the camel not drinking water?

Exceptions for Present Continuous Tense

The following verbs are not normally used in present continuous tense on account of their meaning

- Verbs of perception or senses, e.g. *see, hear, smell, notice, recognise* etc .
- Verbs of appearance, e.g. *appear, look, seem* etc.
- Verbs of thinking, e.g. *think, suppose, believe, agree, consider, forget, know, imagine, mean* etc.
- Verbs of emotion, e.g. *want, wish, desire, feel, love, prefer* etc.
- *have, own, possess, be* (except when used in the passive).

Present Perfect Tense

This tense is used in the following ways

(i) To express an action that has recently been completed.

e.g. (a) She has just taken tea.
(b) I have purchased a book.
(c) They have won the match.
(d) He has come now.

(ii) To describe an action whose time is not given.

e.g. (a) Have you done M Sc in Maths?
(b) Have you read Shakespeare?

(iii) To describe past events whose effect still exists.

e.g. I have finished my work and now I am free.

(iv) To describe actions that started in the past and are continuing until now and possibly will continue into the future.

e.g. I have already used this brand of soap.

(v) To show how a past situation relates to the present.

e.g. I've done my homework, so I can help you with yours now.

› Rules for Affirmative Sentences

- Singular subject + has + third form of verb + ...
- Plural subject + have + third form of verb + ...

e.g. (a) She has gone to the market. (b) I have met her.
(c) They have bathed. (d) It has become dark now.

› Rules for Negative Sentences

- Singular subject + has + not + third form of verb + ...
- Plural subject + have + not + third form of verb + ...

e.g. (a) I have not called him. (b) The train has not gone.

› Rules for Interrogative Sentences

- Has/have + subject + third form of verb +.....?
- Question word + has/have + subject + third form of verb + ... ?

e.g. (a) Has she gone to Delhi?
(b) Have they not seen the Taj Mahal yet?
(c) What have they eaten today?
(d) Why has the peon not come yet?

Present Perfect Continuous Tense

This tense is also called Present Progressive Tense.

This tense is used in the following ways

(i) To describe an action that began in the past and i still continuing.

e.g. (a) They have been staying in the villag for a long time.
(b) It has been raining since last night.

(ii) To express an action already completed, but whos effect is still continuing.

e.g. I have been running around for the job all da and am now tired.

› Rules for Affirmative Sentences

- Singular subject + has + been + first form of verb + ing + ... + for/since +......
- Plural subject + have + been + first form of verb + ing + ... + for/since +......

e.g. (a) Arpit has been sleeping since 6 o'clock.
(b) They have been running for three hours.

› Rules for Negative Sentences

- Singular subject + has + not + been + first form of verb + ing + ... + for/since +......
- Plural subject + have + not + been + first form of verb + ing + ... + for/since +......

e.g. (a) You have not been suffering from fever for one week.
(b) Reena has not been going to music class for 2 months.

› Rules for Interrogative Sentences

- Has/Have + subject + been + first form of verb + ing + ... + since/for +.....?
- Question word + has/have + subject + been + first form of verb + ing + ...+ since/for + ...?

e.g. (a) Have you been sleeping since 8 o' clock?
(b) Has he not been living in this house for a long time?
(c) Why have they been playing football since morning?

TIP We use the Simple Present Tense to describe events that happen in succession, like cricket commentaries, demonstrations of an experiment or asking for and giving instructions. However, the Present Progressive Tense is used for changing and developing situations e.g. Rates of packaged foodstuffs are going up.

Past Tense (Past Indefinite Tense)

(Also Called Simple Past Tense)

This tense is used in the following ways

(i) To indicate an action that happened in the past and to report completed actions. It is used often in recounts and narratives.

e.g. (a) We closed the shop at 8 pm.
(b) She met me last year.
(c) I visited the Taj Mahal three months ago.

(ii) To indicate past habits or repeated events that are now over.

e.g. (a) In those days, my mother gave me some pocket money every day.
(b) I always rode a bike to school when I was young.

(iii) The habitual past can also be expressed by using 'used to'.

e.g. (a) She used to drink tea in the morning.
(b) My grandfather used to read a few chapters of the Gita every day.

(iv) Sometimes this tense is used without an adverb of time. In such cases, the time may be either implied or indicated by the context.

e.g. I learnt Punjabi in Chandigarh.

(v) To indicate another action which happened in the middle of a longer action.

e.g. The light went out while I was watching my favourite TV serial.

› Rule for Affirmative Sentences

- Subject + second form of verb +......

e.g. (a) I played football in the ground.
(b) She sang a song in the party.

› Rule for Negative Sentences

- Subject + did not + first form of verb +......

e.g. (a) I did not attend the function.
(b) They did not watch television.

› Rules for Interrogative Sentences

- Did + subject + first form of verb + ... ?
- Question word + did + subject + first form of verb +........?

e.g. (a) Did you play a game?
(b) Why did she abuse her friends?
(c) When did father go to office?
(d) Why did Supriya not speak the truth?

Past Continuous Tense

This tense is used in the following ways

(i) To indicate an action that was happening at some time in the past. The time of action may or may not be indicated.

e.g. We were watching TV the whole evening.

(ii) Used with *always, continually* etc for persistent habits in the past.

e.g. He was always sulking.

(iii) The past continuous is also used for an action that was going on during a given period or at a period of time in the past.

e.g. While Rohan was filling in the hole, his dog was digging another.

› Rules for Affirmative Sentences

- Singular subject + was + first form of verb + ing +.....
- Plural subject + were + first form of verb + ing +.....

e.g. (a) She was driving her car.
(b) They were making a noise.

› Rules for Negative Sentences

- Singular subject + was + not + first form of verb + ing +.....
- Plural subject + were + not + first form of verb + ing +.....

e.g. (a) She was not singing a song.
(b) They were not eating mangoes.

› Rules for Interrogative Sentences

- Was/were + subject + first form of verb + ing +......?
- Question word + was/were + subject + first form of verb + ing +.....?

e.g. (a) Were you eating a mango?
(b) When was the milkman milking the cow?
(c) Why was the blind boy crying?

Past Perfect Tense

This tense is used in the following ways

(i) To indicate an action that was completed before a definite time or before another action that took place in the past.

e.g. (a) Manish reached here after you had gone.
(b) The patient had died before the doctor reached the hospital.

(ii) It indicates desires in the past that have not been fulfilled.

e.g. I wish I had not wasted my time.

(iii) It expresses those conditions of the past that were impossible to fulfil.

e.g. If you had questioned him earlier, things would have improved.

› Rule for Affirmative Sentences

- Subject + had + third form of verb + ...

e.g. She had cooked the food.

› Rule for Negative Sentences

- Subject + had + not + third form of verb + ...

e.g. They had not attended the function.

› Rule for Interrogative Sentences

- Had + subject + third form of verb + ... ?
- Question word + had + subject + third form of verb +.........?

e.g. (a) Had she watched a movie?
(b) Why had you not gone to Delhi?

Past Perfect Continuous Tense

This tense is used in the following way

It indicates an action which began in the past and continued up to a certain point of time in the past.

e.g. (a) When we met in Lucknow, she had been studying in city college for 3 years.
(b) At that time, he had been working in the company for two months.

› Rule for Affirmative Sentences

- Subject + had been + first form of verb +ing + ... + since/for +.....

e.g. (a) You had been suffering from fever since Tuesday.
(b) I had been studying for three hours.

› Rule for Negative Sentences

- Subject + had + not + been + first form of verb + ing + ... + since/for +......

e.g. They had not been going to office since the 5th of July.

› Rules for Interrogative Sentences

- Had + subject + been + first form of verb + ing + ... + since/for +.....?
- Question word + had + subject + been + first form of verb + ing + ...since/for+..... ?

e.g. (a) Had you not been reading the book since morning?
(b) Where had he been playing since morning?

Future Tense (Future Indefinite Tense) (Also Called Simple Future Tense)

This tense is used in the following ways

(i) To say what we believe or think will happen in future.

e.g. (a) I believe she will join the office tomorrow.
(b) They will go to college.
(c) We shall win the match.

(ii) Things which we cannot control and are factual.

e.g. The Sun will rise at 6:00 AM.

(iii) To indicate an instant decision.

e.g. It is our first marriage anniversary. I shall give you a precious gift.

› Rules for Affirmative Sentences

- You/He/She/It/They (Second and Third Person Pronouns) + will + first form of verb + ...
- I/We (First Person Pronouns) + shall + first form of verb + ...

e.g. (a) He will sell his house.
(b) I shall purchase a new car.

› Rules for Negative Sentences

- You/He/She/It/They (Second and Third Person Pronouns) + will + not + first form of verb + ...
- I/We (First Person Pronouns) + shall + not + first form of verb + ...

e.g. (a) My friend will not host dinner this evening.
(b) We shall not skip the exams.

› Rules for Interrogative Sentences

- Will/Shall+ subject + first form of verb +......?
- Question word + will/shall + subject + first form of verb + ...?

e.g. (a) Will she not come in the party?
(b) Who will help him?
(c) Why will your friend not come here?

Future Continuous Tense

This tense is used in the following ways

(i) To indicate an action that will occur in the normal course.

e.g. (a) She will be cooking the food tomorrow.
(b) I will be meeting him tomorrow.

(ii) To indicate an action that will be in progress at a given point of time in the future.

e.g. (a) At this time tomorrow, we shall be attending the party.
(b) We shall be visiting the zoo at this time tomorrow.

› Rules for Affirmative Sentences

- You/He/She/It/They (Second and Third Person Pronouns) + will + be + first form of verb + ing + ...
- I/We (First Person Pronouns) + shall + be + first form of verb + ing + ...

e.g. (a) Next year my teacher will be going to China.
(b) I shall be teaching my students.

› Rules for Negative Sentences

- You/He/She/It/They (Second and Third Person Pronouns) + will + not + be + first form of verb + ing + ...
- I/We (First Person Pronouns) + shall + not + be + first form of verb + ing + ...

e.g. (a) They will not be studying in city college.
(b) I shall not be bathing this evening.

› Rules for Interrogative Sentences

- Will/shall + subject + be + first form of verb + ing + ...?
- Question word + will/shall + subject + be + first form of verb + ing +.....?

e.g. (a) Will this boy be wandering in the forest?
(b) How long will they be travelling?

Future Perfect Tense

This tense is used to describe an action which will be completed at some point of time in the future.

e.g. (a) I shall have finished this work by tomorrow.
(b) They will have reached home by the evening.
(c) I shall have reached the school before the bell rings.

› Rules for Affirmative Sentences

- You/He/She/It/They (Second and Third Person Pronouns) + will + have + third form of verb + ...
- I/We (First Person Pronouns) + shall + have + third form of verb + ...

e.g. (a) Your examination will have been over by Tuesday.
(b) We shall have cooked the food by the evening.

› Rules for Negative Sentences

- You/He/She/It/They (Second and Third Person Pronouns) + will + not + have + third form of verb + ...
- I/We (First Person Pronouns) + shall + not + have + third form of verb + ...

e.g. (a) The passengers will not have reached the station before the train starts.
(b) Your brother will not have read this novel before next Saturday.
(c) I shall not have written the letter by noon.

› Rules for Interrogative Sentences

- Will/shall + subject + have + third form of verb +......?
- Question word + will/shall + subject + have + third form of verb ......?

e.g. (a) Will he not have gone before I reach?
(b) What will he have eaten before he sleeps?

Future Perfect Continuous Tense

This tense is used in the following ways

It describes an action that will be in progress over a period of time that will end in the future.

e.g. (a) At noon Anuradha will have been singing songs for an hour.
(b) I shall have been working round the clock for twenty two years next April.

› Rules for Affirmative Sentences

- You/He/She/It/They (Second and Third Person Pronouns) + will + have + been + first form of verb + ing + ... + since/for + ...
- I/We (First Person Pronouns) + shall + have + been + first form of verb + ing + ... + since/for + ...

e.g. By next April we shall have been leaving for the USA.

› Rules for Negative Sentences

- You/He/She/It/They (Second and Third Person Pronouns) + will + not + have + been + first form of verb + ing + ... + since/for + ...
- I/We (First Person Pronouns) + shall + not + have + been + first form of verb + ing + ... + since/for + ...

e.g. (a) Mahima will not have been going to Kanpur for a long time.
(b) I shall not have been writing for half an hour.

› Rules for Interrogative Sentences

- Will/shall + subject + have + been + first form of verb + ing + ... + since/for + ... ?
- Question word + will/ shall + subject + have + been + first form of verb + ing + ... + since/for + ... ?

e.g. (a) Will she have been playing for some time?
(b) Why will you not have been going to school since 8 o' clock?

PRACTICE QUESTIONS

I. *Fill in the blanks with suitable tenses.*

A. 1. Hardly had the minister finished the speech when the earthquake .... (shake) the stadium.

2. Everybody will be at office at about 08:30 tomorrow as the meeting .... (start) at nine o'clock.

3. While climbing onto the mountain top, I.......... (encounter) a strange animal which I had never seen before.

4. She .... (know) about their problem for years.

5. Mother .... (work) in the garden whole day.

6. Most shops .... (close) at 6 p.m on Saturday.

7. When I .... (come) home this evening, my parents had gone out for a walk.

8. By the time the troops .... (arrive), the war will have ended.

9. By the year 2020, linguists .... (study) the Indy-European language family for more than 200 years.

10. By the time he was 14, Mozart .... (compose) an enviable number of musical pieces.

B. 1. We .... (visit) the seashore many times before but last summer we enjoyed ourselves more than ever.

2. By Saturday next week, I .... (work) on this painting for exactly one month.

3. By the year 2030, the population of Delhi .... (grow) substantially.

4. They were very tired in the evening because they .... (help) on the farm all day.

5. Whey they .... (walk) through the park yesterday, they met their neighbours.

6. When I was a young boy, I .... (meet) Santa Claus.

7. I .... (see) this movie about a dozen times already.

8. We .... (sleep) all day yesterday.

9. Rahul .... (study) for his maths test right now.

10. He finally .... (decide) to call her yesterday to know how she was.

II. *Fill in the blanks using correct tenses.*

A. 1. He .... (lose) his watch while he .... (see) the sights of the city.

2. I .... (come) down the stairs when my friend .... (ring) the doorbell.

3. A few years ago he .... (live) in Germany where he .... (work) as a journalist.

4. Jaya .... (get) a degree in 2006 after she .... (study) at the university for over 5 years.

5. The plane that you .... (look) at now .... (just take) off for Paris.

6. When we went to see them last night they .... (play) cards. They said they .... (play) cards since 6 o'clock.

7. I am so sorry that I .... (have) to leave the party so early yesterday because I .... (enjoy) myself.

8. He usually .... (work) at the restaurant after school. After work he .... (go) to the fitness centre twice a week.

9. Mary told him what .... (happen) to his dog. So he .... (run) home to see how it was.

10. Look! those bees .... (buzz) round the flowers. The bees not only .... (collect) honey, but they .... (pollinate) the flowers as well.

B. 1. It .... (rain) since last night and it .... (look) as if it may rain for the rest of the day.

2. Ravi .... (not stop) studying until he .... (cover) all the exam topics.

3. When Sarita .... (graduate) from university next year, she .... (study) English for nearly four years.

4. When the old woman .... (hear) that her grandson .... (arrest) for robbery. She .... (shock).

5. We .... (wait) for the bus for nearly half an hours, but it .... (not arrive) yet so, I don't think we .... (be able to) attend the meeting on time.

6. When I .... (have) another look I .... (realise) that the shirt .... (shrink) in the laundry.

7. In the evenings, I often .... (play) chess with my next door neighbour. I .... (play) chess with him ever since I .... (come) to live here ten years ago. He has been here all his life. He .... (inherit) this house from his father.

8. The police .... (investigate) the robbery that .... (take) place last week. So far, they .... (discover) nothing and .... (arrest) no one.

9. She .... (look) very worried for the past few days: but when I .... (ask) what the matter was, she .... (say) that it was nothing.

10. He walked along the road, wondering what .... (happen) and where all the people .... (go). The streets were deserted and the stalls .... (leave) as they were with fruits and vegetables arranged in neat rows.

III. *Fill in the blanks with correct forms of tense to complete the passage.*

A. Information technology (1) .... (change) the way we access information. Since its introduction in the 1980s, the internet (2) .... (become) cheap and common place. Some people (3) .... (see) this as an opportunity to deal with problems like unemployment. They (4) .... (argue) that the government should (5) .... (provide) free internet access to people (6) .... (look) for a job.

I do not agree with this point of view for several reasons. Lack of skills is an important reason that (7) .... (prevent) jobless people from (8) .... (find) employment. Instead of (9) .... (offer) free internet to the people, the government should (10) .... (organise) training programs for the jobless. Giving free internet is unlikely to be of any help. In the first place, it (13) is nearly impossible to control how these technologies (11) .... (use). Instead of this, the government should use public money to provide subsidised or free bus tickets for the unemployed who (16) .... (need) to travel for a job interview.

B. Two years ago Rajeev's firm (1) .... (make) a mistake of sending him to Germany. Although he (2) .... (study) German at school, he soon (3) .... (discover) that he (4) .... (can not) remember very much. He (5) .... (miss) an important meeting because he (6) .... (forget) that 'halb neun' in German (7) .... (mean) half past eight in English. So while he (8) .... (have) breakfast, his colleagues (9) .... (be) at the meeting already. When he arrived, the meeting (10) .... (already finish).

When he got back to India, Rajeev (11) .... (join) a German course at his local college. While he (12) .... (drive) to work everyday he (13) .... (listen) to language CDs. In the past few weeks his German (14) .... (improve) a lot and now he (15) .... (know) how to tell the time. Right how he (16) .... (study) hard for an examination. Next year Rajeev (17) .... (plan) to spend his summer holiday in a language school in London. After that he hopes that his company (18) .... (send) him to Germany again.

Answer

I. A. 1. shook
2. starts
3. encountered
4. has known
5. has been working
6. close
7. came
8. arrive
9. will have been studying
10. had composed

B. 1. had visited
2. will have been working
3. will have grown
4. had been helping
5. were walking
6. met
7. have seen
8. slept
9. is studying
10. decided

II. A. 1. lost, was seeing
2. was coming, rang
3. lived, worked
4. got, had studied
5. are looking, has just taken
6. were playing, had been playing
7. had, was enjoying
8. works, goes
9. had happened, ran
10. are buzzing, collect, pollinate

B. 1. has been raining, looks
2. will not stop, covers
3. graduates ,will have been studying
4. heard, had been arrested, was shocked
5. have been waiting, has not arrived, will be able to
6. had, realised, had shrunk
7. play, have been playing, came, inherited
8. are investigating, took, have discovered, have arreste
9. had been looking, asked, said
10. had happened, had gone, were left

III A. 1. has changed
2. has become
3. see
4. argue
5. provide
6. looking
7. prevents
8. finding
9. offering
10. organise
11. are used
12. need

B. 1. made
2. had studied
3. discovered
4. could not
5. missed
6. had forgotten
7. meant
8. was having
9. were
10. had already finished
11. joined
12. was driving
13. listened
14. has improved
15. knows
16. is studying
17. is planning
18. will send

CHAPTER

02

Modals

The finites which express the mode or manner of the actions denoted in the principal verb are termed as Modals. This class of helping verbs not only assists in forming questions and negatives, but also expresses a wide range of meanings. These helping verbs are **can, could, will, would, shall, should, may, might, must, ought to, have to, has to** and **had to**. These are also known as modal auxiliaries. They express the degree of certainty of the action in the sentence or the attitude or opinion of the writer/speaker concerning the action. Need, dare and used to are called semi-modals.

Nature of Modals

- Modals are never used alone.

  e.g. (a) I *can* upon the harmonium. (Incorrect)

  (b) I *can* play upon the harmonium. (Correct)

  Modals always have a principal verb with them.
- Modals don't change according to the number or person of the subject.

  e.g. (a) I *can* play. (b) He *can* play. (c) We *can* play. (d) They *can* play.
- Modals don't have the infinitive form. We can't place 'to' with them in order to use them in a sentence.

  e.g. (a) We *must* to get there before time. (Incorrect)

  (b) We *must* get there before time. (Correct)
- Two modals can never to together.
- We alwasy use first form of verb with modals.

Functions of Modals

Will

(i) To show promise, intention, willingness, determination with the first person (I, we)

e.g. (a) I *will* give you a gift of your choice. *(promise)*

(b) We *will* help you. *(willingness)*

(c) I *will* change the system of our organisation. *(determination)*

(ii) To express request, invitation, insistence, assumption, characteristic or habit

e.g. (a) *Will* you please help me? *(request)*

(b) She *will* be in the school during school hours. *(assumption)*

(c) The lion *will* usually kill other animals. *(characteristic, habit)*

- **Negative Form of will : Will not/ Won't**
  e.g. (a) I *will not* spend my pocket money.
  (b) She *won't* eat unhygienic food.
  (c) They *won't* win the match.
  (d) My friend *will not* attend the party.

Would (Past form of 'Will')

(i) It expresses the past form of 'will'
e.g. (a) He informed me that he *would* dance at my marriage function.
(b) The problem was how he *would* reach there.

(ii) To express past habit
e.g. (a) He *would* drink a cup of coffee in the morning.
(b) My father *would* get up early in the morning.

(iii) For request
e.g. (a) *Would* you please give me your bike?
(b) *Would* you like to spend this evening with me?

(iv) To express wish
e.g. (a) I wish she *would* be healthy.
(b) You *would* be an engineer.

(v) To express an imaginary condition
e.g. I *would* have a big house if I earned ₹10 crore every year.

- **Negative Form of Would : Would not / Wouldn't**
  e.g. She *would not* get up early in the morning.

Shall

(i) To ask for suggestion, request, advice with the first person (I, We) in the interrogative sentence
e.g. (a) *Shall* we start the class? *(advice)*
(b) *Shall* I have a cup of coffee from your shop? *(request)*
(c) *Shall* we open a new shop? *(suggestion)*

(ii) In the second and third person to indicate threat, warning, command, promise, assurance and determination
e.g. (a) If you sit with bad boys, you *shall* be punished. *(threat)*
(b) You *shall* go now. *(command)*
(c) She *shall* get a bicycle. *(promise)*

- **Negative Form of Shall : Shall not/ Shan't**
  e.g. (a) She *shall not sing tomorrow.*
  (b) They *shall not* win the match.
  (c) My friend *shan't* be dismissed.

Should (Past form of 'shall')

(i) To express duty or obligation
e.g. (a) I *should* help my friends. *(duty)*
(b) You *should* not be lazy. *(obligation)*
(c) You *should* respect your elders. *(duty)*

(ii) To express opinion
e.g. They *should* be on the way to Jaipur.

(iii) To give or take advice or suggestion
e.g. (a) We *should* go to the temple.
(b) We *should* obey our elders.

(iv) After 'lest' when someone expresses fear
e.g. (a) Walk carefully *lest* you should fall down.
(b) They started early *lest* they should miss th train.

- **Negative Form of Should : Should not /Shouldn't**
  e.g. (a) You *should not* come to me daily.
  (b) You *shouldn't* make a noise here.
  (c) They *shouldn't* tease others.
  (d) We *should not* waste our time.

Can

(i) To express an ability, capability, capacity or power
e.g. (a) I *can* lift 60 kg. *(Ability)*
(b) She *can* pass the MBA examination. *(Capability)*
(c) *Can* you understand English language? *(Capacity)*
(d) I *can* grant you leave. *(Power)*
(e) She *can* swim across the river. *(Ability)*

(ii) To show possibility
e.g. (a) She *can* fall on the road. (b) I *can* go there.

(iii) To take or give permission
e.g. (a) *Can* I sit here?
(b) You *can* park your scooter here.

- **Negative Form of Can : Cannot /Can't**
  e.g. (a) They *cannot* climb the mountain.
  (b) She *can't* run fast.
  (c) I *cannot* speak against you.

Could (Past form of 'can')

(i) To express ability/talent in the past
e.g. (a) They *could* win the game last month.
(b) She *could* sing beautifully.

(ii) To express polite request
e.g. (a) *Could* I have your pen?
(b) *Could* I ride on your bike?

- **Negative Form of Could : Could not/ Couldn't**
  e.g. (a) Could you not smoke outside the house?
  (b) She *couldn't* cook delicious food.

May

(i) To show possibility or probability
e.g. (a) The inspector *may* attend the school today.
(b) She *may* win the match.

(ii) **To give or take permission**

e.g. (a) *May* I come in ?

(b) Yes, you *may* come in.

(iii) **To wish or pray**

e.g. (a) *May* you get well soon!

(b) *May* God bless you with a child!

(iv) **To show a purpose**

e.g. (a) My friend is joining a new company so that he *may* achieve his target.

(b) He is working hard so that he *may* win.

- **Negative Form of May : May not/ Mayn't**

e.g. (a) It *may not* rain today.

(b) She *mayn't* attend the meeting.

Might (Past form of 'may')

(i) **To express less possibility**

e.g. (a) He *might* help us.

(b) She *might* be a winner in the competition.

(ii) **For permission**

e.g. (a) *Might* I begin to reveal the truth?

(b) *Might* this be the Key?

(iii) **To express a guess**

e.g. That *might* be Rohit.

- **Negative Form of Might : Might not/ Mightn't**

e.g. (a) It *might not* rain.

(b) She *mightn't* talk to me this evening.

⚠ **TIP** 'May' and 'might' can be used interchangeably to express possibility. However, we usually use 'might' when something is less likely and 'may' when it is more likely.

Must

(i) **To express necessity or obligation**

e.g. (a) You *must* take part in the competition.

(b) We *must* love our motherland.

(ii) **To indicate assumption or conclusion**

e.g. (a) She *must* be here in the evening.

(b) Mr AK Gupta *must* be a good teacher.

(iii) **In case of prohibition**

e.g. You *must* not bunk school.

- **Negative Form of Must : Must not/ Mustn't**

e.g. (a) You *must not* play in sunlight.

(b) You *must not* write your name on the walls.

(c) You *mustn't* make a fuss over this.

Have to/ Has to/ Had to

(i) **To express obligation or compulsion (While talking about rules, laws)**

e.g. (a) I *have to* reach school early.

(b) She *has to* work late in the office.

(c) They *had to* follow the instructions.

- **Negative Form of Have to : Don't have to**

e.g. (a) I *don't have to* cook the food at home.

(b) She *doesn't have to* work till late in the office.

Ought to

(i) **To express moral obligation or duty**

e.g. (a) You *ought to* respect your parents.

(b) You *ought to* serve the nation.

(c) We *ought to* help our relatives.

(d) We *ought to* speak the truth.

(ii) **To give advice**

e.g. You *ought to* study hard to achieve success.

- **Negative Form of Ought to : Ought not to/ Oughtn't to**

e.g. (a) You *ought not to* hate your neighbours.

(b) You *oughtn't to* insult your elders.

Use of 'Need', 'Need to', 'Dare' and 'Used to'

Need and **dare** are considered semi-modals because they can be used either as modal auxiliaries or as main verbs.

Need/Need to

As a modal auxiliary verb in negative terms, it **indicates absence of obligation**. It expresses the **speaker's authority or advice** and is used for the present and the future. e.g. You **needn't** type this letter.

(i) **The interrogative is formed by inversion.**

e.g. *Need* I speak to him?

(ii) Its past is **needed** to in the affirmative sentence, **need not have** in the negative and **need have** in the interrogative.

e.g. (a) *Need* I have gone to him? (Interrogative in the past)

(b) I *needed* to go to him. (Affirmative in the past)

(c) You *needn't* have gone to meet him. (Negative in the past)

(d) You *need to* go to the barber— your hair are too long. (Affirmative in the future)

Dare

As a modal auxiliary, **dare** refers to being bold and courageous. The negative is formed by **dare not** and the interrogative by inversion.

e.g. (a) *Dare* we talk to them? (b) I *dare not* disturb them.

Used to

(i) **A discontinued habit or a past situation which is no more in the present.**

e.g. He *used to* drink daily. *(Now he does not drink)*

(ii) **Something existing in the past.**

e.g. This *used to* be a dense jungle before.

PRACTICE QUESTIONS

I. *Fill in the blanks with suitable modals*

A. 1. Usha .... run a hundred yards in ten seconds.

2. .... his soul rest in peace!

3. The baby is crying, he .... be hungry.

4. .... you tell me the way to the post office, please?

5. You .... keep your scooter locked.

6. .... I bring you a cup of coffee.

7. When I was a boy, I .... walk forty miles in a day.

8. I have come to ask if Geeta .... use your bicycle tomorrow.

9. .... you have another piece of cake?

10. All of us .... die.

B. 1. You .... have watered the flowers, for it is going to rain.

2. If we had taken the other road, we .... have arrived earlier.

3. The bank closes at 2 PM, but the manager .... allow you to get in.

4. .... you please send me an application form?

5. As Rahul was the last one to leave, it .... be he who left the door open.

6. You .... read his latest book.

7. She .... speak three languages when she was twelve.

8. I .... see quite clearly what the children are doing in the garden.

9. He .... be at least sixty.

10. Your job .... be very demanding, but at least it isn't boring.

II. *Fill in the blanks with suitable modals*

A. 1. It's not very important. You .... not do it now. You .... do it tomorrow.

2. I have no time. I .... leave now or I .... miss the bus.

3. .... we go out tonight, please? Yes, but you .... be late

4. I haven't decided where I .... go in my next holidays. I think I .... go to Paris.

5. .... you water my plants while I am away? If they don't get enough water they .... certainly die.

6. .... I buy the tickets for the concert? I .... see you're too busy.

7. .... you speak German? No, I ....

8. Jayati .... not play the violin when she was five but now she........... play it very well.

9. You .... not be so nervous. I think it .... be very easy.

10. He had been working for more than eleven hours. He .... be tired after such hard work. He .... prefer to get some rest.

B. 1. I .... speak Arabic fluently when I was a child. But now, I .... say just a few things in the language.

2. The teacher said we .... read this book for our own pleasure. But we .... read if we don't want to.

3. You .... not leave small objects lying around. Such objects .... be swallowed by children.

4. Those whose names are called .... come for practice. The rest of you .... come.

5. They .... have returned last night. .... I check to see if they are back.

6. How .... you speak so rudely to me! You .... be punished.

7. The boy .... be very hardworking, but now he is very lazy. He .... pull up his socks.

8. I .... not ask for his permission in case he says 'no'. I wish he were as lenient as he .... be.

9. How .... you say such a thing! You .... be ashamed of yourself. You never .... be so rude before.

10. He said that it .... be alright for you to enter, but I think you .... wait until he gets here.

III. ***Complete the following conversation by filling appropriate modals.***

A. Naresh: Raghav, I (1) .... get my watch repaired. (2) .... you get it done for me if you are going to the market?

Raghav: I (3) .... surely get your work done but I am not going to the market today. I (4) .... go tomorrow.

Naresh: Then you (5) .... take my watch tomorrow.

Raghav: You (6) .... give it to me right now if you like. In that case I (7) ....come back all the way to your house tomorrow.

Naresh : Thanks a lot.

Raghav: There is no need to be thankful. I (8) .... go to the market in any case.

B. Ajay : (1) .... I come in, Sir?

Teacher: No, don't you know that you (2) .... reach the class in time.

Ajay : Sorry, Sir, I (3) .... not repeat it again.

Teacher: You (4) .... go to the principal's office and get his permission.

Ajay : (5) .... you please excuse me for one day?

Teacher: No, you (6) .... go.

Ajay : I (7) .... meet him, sir. He (8) .... even suspend me.

IV. ***Fill in the blanks with suitable modals to complete the passage.***

A. The Electricity Board Office has warned that they (1) .... cut the electricity connection if I don't pay the bill by today. So I (2) .... go to the Electricity Board office to pay the bill. I (3) .... have paid the amount yesterday but the office was closed. I (4) .... finish my work immediately and rush to the office so that I (5) .... pay the bill before 2 PM. I (6) .... be late, perhaps.

B. Accidents (1) .... happen anywhere and (2) .... result in injuries. Correct first aid at the earlier stage (3) .... mean a difference between life and death. It (4) .... prevent fatal loss. A knowledge of what (5) .... be done in such cases till the doctor arrives (6) .... always be helpful to the common man.

Answers

I. A. 1. can 2. May
3. must 4. Will
5. should 6. Shall
7. could 8. may
9. Will 10. will
B. 1. need not 2. would
3. might 4. Would
5. might 6. should
7. could 8. can
9. must 10. may

II. A. 1. need, can 2. must, will
3. May, must not 4. will, might
5. Could, will 6. Shall, can
7. Can, cannot 8. could, can
9. should, will 10. must, may
B. 1. could, can 2. can, need not
3. should, may 4. must, need not
5. might, May 6. dare, ought to
7. used to, ought to 8. dare, used to
9. dare, ought to, used to
10. would, should

III. A. 1. have to 2. would
3. will 4. may
5. can 6. should
7. need not 8. have to
B. 1. May 2. cannot
3. shall 4. should
5. Would 6. have to
7. dare not 8. may

IV. A. 1. will 2. have to
3. would 4. will
5. can 6. may
B. 1. can 2. may
3. could 4. might
5. should 6. can

CHAPTER

03

Active and Passive Voice

In grammar, the voice of a verb describes the relationship between the action that the verb expresses and the participants identified by its arguments (subject, object etc). When the subject is the agent or doer of the action, the verb is in the **active voice.** When the subject is the target or undergoer of the action, the verb is said to be in the **passive voice.**

e.g. ***Active***	Dinesh killed a cat.
Passive	A cat was killed by Dinesh.

1. *Examine the following sentences carefully*
   (a) The man must have eaten five bananas.
   (b) Vipin mailed the letter.
2. *Now observe the following sentences*
   (a) Five bananas must have been eaten by the man.
   (b) The letter was mailed by Vipin.

In the above sentences, the verbs in 1(a) **have eaten** and 1(b) **mailed** express the actions done by the subjects **The man** and **Vipin** respectively. When the subject of the verb does the action, the voice of the verb is said to be **Active.**

In sentence 2(a) and 2(b), the verbs **have been eaten** and **was mailed** express the actions done on the subjects **Five bananas** and **The letter** respectively. When the subject of the verb in a sentence receives the action, the voice of the verb is said to be **Passive.** Here the word 'by' identifies the sentence as being in passive voice.

Change of Voice

While changing a verb from active voice to passive voice, the following general rules should be followed

(i) The object of the active voice is made the subject of the passive voice.
(ii) The subject of the active voice is made the object of the passive voice.
(iii) The passive voice must contain the third form of the main or finite verb.

(iv) The form of the verb is used according to the tense.

Subject	**Verb in Active form**	**Object**
I	killed	a tiger
Object	**Verb in Passive form**	**by + Subject**
A tiger	was killed	by me

Changes of Person

Subjective Case	**Possessive Case**	**Objective Case**
I	my	me
we	our	us
you	your	you
he	his	him
she	her	her
they	their	them

Formation of Passive Voice

Present Indefinite/Simple

Affirmative

Active	Subject + first form of verb + s /es + object
Passive	Object + is/am/are + third form of verb + by + subject

EXAMPLES

Active	He writes a letter.
Passive	A letter is written by him.
Active	She sings a song.
Passive	A song is sung by her.
Active	They invite me.
Passive	I am invited by them.

Negative

Active	Subject + do/does + not + first form of verb + object
Passive	Object + is/am/are + not + third form of verb + by + subject

EXAMPLES

Active	I do not distribute newspapers.
Passive	Newspapers are not distributed by me.
Active	She does not buy mobiles.
Passive	Mobiles are not bought by her.
Active	You do not help me.
Passive	I am not helped by you.

Interrogative

Active	Do/does + subject + first form of verb + object?
Passive	Is/am/are + object + third form of verb + by + subject?

EXAMPLES

Active	Do you obey your elder brother?
Passive	Is your elder brother obeyed by you?
Active	Does she pluck the flowers?
Passive	Are the flowers plucked by her?

Negative Interrogative

Active	Do/does + subject + not + first form of verb + object?
Passive	Is/am/are + object + not + third form of verb + by + subject?

EXAMPLES

Active	Does Mohit not plant a tree?
Passive	Is a tree not planted by Mohit?
Active	Do you not read a book?
Passive	Is a book not read by you?

Present Continuous

Affirmative

Active	Subject + is/am/are + first form of verb + ing + object
Passive	Object + is/am/are + being + third form of verb + by + subject

EXAMPLES

Active	My friend is cooking the food.
Passive	The food is being cooked by my friend.
Active	You are teaching me.
Passive	I am being taught by you.

Negative

Active	Subject + is/am/are + not + first form of verb + ing + object
Passive	Object + is/am/are + not + being + third form of verb + by + subject

EXAMPLES

Active	She is not purchasing a house.
Passive	A house is not being purchased by her.
Active	I am not cutting a tree.
Passive	A tree is not being cut by me.

Interrogative

Active	Is/am/are + subject + first form of verb + ing + object?
Passive	Is/am/are + object + being + third form of verb + by + subject?

EXAMPLE

Active	Are they plucking some flowers?
Passive	Are some flowers being plucked by them?

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Negative Interrogative

Active Is/am/are + subject + not + first form of verb + ing + object?

Passive Is/am/are + object + not + being + third form of verb + by + subject?

EXAMPLES

Active Is he not flying a kite?
Passive Is a kite not being flown by him?
Active Are you not singing a song?
Passive Is a song not being sung by you?
Active Am I not teaching you English?
Passive Are you not being taught English by me?

Present Perfect

Affirmative

Active Subject + has/have + third form of verb + object

Passive Object + has/have + been + third form of verb + by + subject

EXAMPLES

Active She has taken a cup of tea.
Passive A cup of tea has been taken by her.
Active You have found the address.
Passive The address has been found by you.

Negative

Active Subject + has/have + not + third form of verb + object

Passive Object + has/have + not + been + third form of verb + by + subject

EXAMPLES

Active He has not eaten a banana.
Passive A banana has not been eaten by him.
Active They have not plucked the flowers.
Passive The flowers have not been plucked by them.

Interrogative

Active Has/have + subject + third form of verb + object?

Passive Has/have + object + been + third form of verb + by + subject?

EXAMPLE

Active Have they won the match?
Passive Has the match been won by them?

Negative Interrogative

Active Has/have + subject + not + third form of verb + object?

Passive Has/have + object + not + been + third form of verb + by + subject?

EXAMPLE

Active Has he not written this letter?
Passive Has this letter not been written by him?

Note There is no passive form of Present Perfect Continuous tense.

Past Indefinite

Affirmative

Active Subject + second form of verb + object

Passive Object + was/were + third form of verb + by + subject

EXAMPLES

Active Reena employed three hundred men.
Passive Three hundred men were employed by Reena.
Active They built three houses.
Passive Three houses were built by them.

Negative

Active Subject + did + not + first form of verb + object

Passive Object + was/were + not + third form of verb + by + subject

EXAMPLES

Active I did not see him.
Passive He was not seen by me.
Active You did not pay the bill.
Passive The bill was not paid by you.

Interrogative

Active Did + subject + first form of verb + object?

Passive Was/were + object + third form of verb + by + subject?

EXAMPLES

Active Did Anmol open the shop?
Passive Was the shop opened by Anmol?
Active Did she eat the mangoes?
Passive Were the mangoes eaten by her?

Negative Interrogative

Active Did + subject + not + first form of verb + object?

Passive Was/were + object + not + third form of verb + by + subject?

EXAMPLES

Active Did they not enjoy the magic show?
Passive Was the magic show not enjoyed by them?
Active Did Bhawna not finish her work?
Passive Was Bhawna's work not finished by her?

Past Continuous

Affirmative

Active Subject + was/were + first form of verb + ing + object

Passive Object + was/were + being + third form of verb + by + subject

EXAMPLES

Active I was learning my lesson.
Passive My lesson was being learnt by me.
Active They were distributing the sweets among the children.
Passive The sweets were being distributed by them among the children.

Negative

Active Subject + was/were + not + first form of verb + ing + object

Passive Object + was/were + not + being + third form of verb + by + subject

EXAMPLE

Active The farmer was not ploughing the field.
Passive The field was not being ploughed by the farmer.

Interrogative

Active Was/were + subject + first form of verb + ing + object?

Passive Was/were + object + being + third form of verb + by + subject?

EXAMPLE

Active Were they abusing the others?
Passive Were the others being abused by them?

Negative Interrogative

Active Was/were + subject + not + first form of verb + ing + object?

Passive Was/were + object + not + being + third form of verb + by + subject?

EXAMPLES

Active Was she not driving a motor car?
Passive Was a motor car not being driven by her?
Active Were the farmers not sowing the seeds?
Passive Were the seeds not being sown by the farmers?

Past Perfect

Affirmative

Active Subject + had + third form of verb + object

Passive Object + had + been + third form of verb + by + subject

EXAMPLE

Active I had already done my work.
Passive My work had already been done by me.

Negative

Active Subject + had + not + third form of verb + object

Passive Object + had + not + been + third form of verb + by + subject

EXAMPLES

Active You had not written a letter.
Passive A letter had not been written by you.
Active They had not won the match.
Passive The match had not been won by them.
Active He had not played a football match.
Passive A football match had not been played by him.

Interrogative

Active Had + subject + third form of verb + object?

Passive Had + object + been + third form of verb + by + subject?

EXAMPLE

Active Had he knocked at the door?
Passive Had the door been knocked at by him?

Negative Interrogative

Active Had + subject + not + third form of verb + object?

Passive Had + object + not + been + third form of verb + by + subject?

EXAMPLES

Active Had she not washed the clothes?
Passive Had the clothes not been washed by her?
Active Had they not played a cricket match?
Passive Had a cricket match not been played by them?

Note There is no passive form of Past Perfect Continuous tense.

Future Indefinite

Affirmative

Active Subject + will/shall + first form of verb + object

Passive Object + will/shall + be + third form of verb + by + subject

EXAMPLES

Active He will win the match.
Passive The match will be won by him.
Active I shall teach you.
Passive You will be taught by me.
Active Kamala will boil milk.
Passive Milk will be boiled by Kamala.

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Negative

Active Subject + will/shall + not + first form of verb + object

Passive Object + will/shall + not + be + third form of verb + by + subject

EXAMPLES

Active They will not watch TV.
Passive TV will not be watched by them.
Active I shall not cook rice.
Passive Rice will not be cooked by me.

Interrogative

Active Will/shall + subject + first form of verb + object?

Passive Will/shall + object + be + third form of verb + by + subject?

EXAMPLES

Active Will they praise the Gita?
Passive Will the Gita be praised by them?
Active Shall we run a race?
Passive Will a race be run by us?

Negative Interrogative

Active Will/shall + subject + not + first form of verb + object?

Passive Will/shall + object + not + be + third form of verb + by + subject?

EXAMPLE

Active Will your friend not invite Abhay?
Passive Will Abhay not be invited by your friend?

Future Perfect

Affirmative

Active Subject + shall have/will have + third form of verb + object

Passive Object + shall have been/will have been + third form of verb + by + subject

EXAMPLES

Active They will have planted a tree.
Passive A tree will have been planted by them.
Active We shall have sold our house.
Passive Our house will have been sold by us.

Negative

Active Subject + will/shall + not + have + third form of verb + object

Passive Object + will/shall + not + have + been + third form of verb + subject

EXAMPLES

Active They will not have planted a tree.
Passive A tree will not have been planted by them.
Active We shall not have sold our house.
Passive Our house will not have been sold by us.

Interrogative

Active Will/shall + subject + have + third form of verb + object?

Passive Will/shall + object + have + been + third form of verb + + subject?

EXAMPLES

Active Will they have planted a tree?
Passive Will a tree have been planted by them?
Active Shall we have sold our house?
Passive Will our house have been sold by us?

Negative Interrogative

Active Will/shall + subject + not + have + third form of verb + object?

Passive Will/shall + object + not + have been + third form of verb + subject?

EXAMPLES

Active Will they not have planted a tree?
Passive Wll a tree not have been planted by them?
Active Shall we not have sold our house?
Passive Will our house not have been sold by us?

Note There is no passive form for Future Continuous and Future Perfect Continuous.

Change in Modals While Forming Passive Voice

Affirmative

Rule 1.

Active Subject + modal auxiliary + first form of verb + object

Passive Object + modal auxiliary + be + third form of verb + by + subject

EXAMPLES

Active He should buy a book.
Passive A book should be bought by him.
Active They must speak the truth.
Passive The truth must be spoken by them.

Rule 2.

Active Subject + modal auxiliary + have + third form of verb + object

Passive Object + modal auxiliary + have + been + third form of verb + by + subject

EXAMPLES

Active They may have eaten the food.
Passive The food may have been eaten by them.
Active She should have drunk the milk.
Passive The milk should have been drunk by her.

Rule 3.

Active Subject + ought to + first form of verb + object

Passive Object + ought to + be + third form of verb + subject

EXAMPLES

Active You ought to serve your nation.
Passive Your nation ought to be served by you.
Active They ought to respect their parents.
Passive Their parents ought to be respected by them.

Negative

Rule 1.

Active Subject + modal auxiliary + not + first form of verb + object

Passive Object + modal auxiliary + not + be + third form of verb + by + subject

EXAMPLE

Active He should not abuse others.
Passive Others should not be abused by him.

Rule 2.

Active Subject + modal auxiliary + not + have + third form of verb + object

Passive Object + modal auxiliary + not + have + been + third form of verb + by + subject

EXAMPLE

Active He may not have done the work.
Passive The work may not have been done by him.

Rule 3.

Active Subject + ought + not + to + first form of verb + object

Passive Object + ought + not + to + be + third form of verb + by + subject

EXAMPLE

Active You ought not to insult others.
Passive Others ought not to be insulted by you.

Interrogative

Rule 1.

Active Modal auxiliary + subject + first form of verb + object?

Passive Modal auxiliary + object + be + third form of verb + by + subject?

EXAMPLE

Active Can our team win the match?
Passive Can the match be won by our team?

Rule 2.

Active Modal auxiliary + subject + have + third form of verb + object?

Passive Modal auxiliary + object + have + been + third form of verb + by + subject?

EXAMPLE

Active Will he have eaten the mangoes?
Passive Will the mangoes have been eaten by him?

Rule 3.

Active Ought + subject + to + first form of verb + object?

Passive Ought + object + to + be + third form of verb + by + subject?

EXAMPLE

Active Ought we to follow the rules?
Passive Ought the rules to be followed by us?

Negative Interrogative

Rule 1.

Active Modal auxiliary + subject + not + first form of verb + object?

Passive Modal auxiliary + object + not + be + third form of verb + by + subject?

EXAMPLE

Active Should they not buy a house?
Passive Should a house not be bought by them?

Rule 2.

Active Modal auxiliary + subject + not + have + third form of verb + object?

Passive Modal auxiliary + object + not + have + been + third form of verb + by + subject?

EXAMPLE

Active Would Raman not have won the match?
Passive Would the match not have been won by Raman?

Rule 3.

Active Ought + subject + not + to + first form of verb + object?

Passive Ought + object + not + to + be + third form of verb + by + subject?

EXAMPLE

Active Ought you not to pollute the air?
Passive Ought the air not to be polluted by you?

Some Specific Conditions

Passive Voice of Verbs with Two Objects

Read the following

1. *Active* She taught me English.
   Passive I was taught English by her.
   or
   English was taught to me by her.
2. *Active* He gave me a pen.
   Passive I was given a pen by him.
   or
   A pen was given to me by him.

Note Here we can observe that any one of the two objects can be chosen as the subject of the passive voice.

Passive Voice of Sentences with Infinitive 'to'

Rules to Change Active Voice into Passive Voice

Active Subject + helping verb + to + first form of verb + object

Passive Object + helping verb + to + be + third form of verb + by + subject

EXAMPLES

1. *Active* She is to cook the food.
   Passive The food is to be cooked by her.
2. *Active* I am to buy the book.
   Passive The book is to be bought by me.
3. *Active* They have to read Sanskrit.
   Passive Sanskrit has to be read by them.
4. *Active* He had to play Hockey.
   Passive Hockey had to be played by him.

Passive Voice of Imperative Sentences

Study the following rules to make the passive form of imperative sentences

Rule 1. Let + object + be + third form of verb
Rule 2. Object + should + be + third form of verb
Rule 3. You are ordered/requested/advised + to + first form of verb + ...
Rule 4. Let + object + be + third form of verb + by + ...

EXAMPLES

1. *Active* Open the shop.
   Passive Let the shop be opened.
   or
   The shop should be opened.
   or
   You are ordered to open the shop.
2. *Active* Write your name.
   Passive Let your name be written.
   or
   Your name should be written.
   or
   You are requested (or ordered) to write your name.
3. *Active* Call the peon.
   Passive Let the peon be called.
   or
   The peon should be called.
   or
   You are ordered to call the peon.
4. *Active* Let him learn his lesson.
   Passive Let his lesson be learnt by him.
5. *Active* Don't break the door.
   Passive Let the door not be broken.
6. *Active* Let me cook the food.
   Passive Let the food be cooked by me.

Passive Voice Without Agent

(Without 'does' or Omission of Subject in the Passive Voice)

Active Someone has stolen my book.
Passive My book has been stolen.

Active No one can buy it.
Passive It cannot be bought.

Active People always respect teachers.
Passive Teachers are always respected.

PRACTICE QUESTIONS

I Fill in the blanks with suitable passive voice.

A. 1. People eat 40 million burgers everyday.
40 million burgers .... everyday.

2. The police didn't find the missing girl last weekend.
The missing girl .... last weekend by the police.

3. Workers are building a new fun park in town.
A new fun park .... in town.

4. Some men were following her the whole evening.
She .... by some men the whole evening.

5. The cleaning lady has watered the plants.
The plants .... by the cleaning lady.

6. Have they delivered the new music system yet?
.... the new music system .... yet?

7. You can obtain further information at the desk.
Further information .... at the desk.

8. They have never opened the door before.
The door .... before.

9. I am to finish this work.
This work .... by me.

10. She should have won the game.
The game .... won by her.

B. 1. Have you finished the assignment?
.... the assignment .... by you?

2. You are reading this lesson.
This lesson .... by you.

3. I had sold the old newspapers.
The old newspapers .... by me.

4. Did you paint these pictures in your own studio?
.... these pictures ...... in your own studio?

5. Is he running a race?
.... a race .... by him?

6. The peon has posted the letter.
The letter .... by the peon.

7. The labourers will repair the road.
The road .... by the labourers.

8. Will I ever forget those happy days?
.... those happy days ever .... by me?

9. We were expecting good news.
Good news .... by us.

10. The fruit seller sells fruits.
Fruits .... by the fruit seller.

II Complete the following passages by using correct passive form.

A. 1. Yesterday the city (i) .... (hit) by a thunderstorm. Many trees (ii) .... (uproot) and streets at several places (iii) ....(flood) resulting in traffic jams.

2. If a long journey (i) .... (give) a good start, it is half covered. Weariness of the traveller (ii) .... (defeat) by his enthusiasm and hope. He (iii)............ (reward) with success.

3. Pleasure (i) ....(enjoy) without passing through pains. Spring (ii) .... (relish) only by those whose bones (iii) .... (freeze) by unbearably cold winter.

4. Whenever I feel that I (i) .... (leave) alone even by my shadow, my loneliness (ii) .... (dispel) by the soothing presence of someone who is everything for me. At that moment, I (iii) .... (compensate) heavily for all the losses.

5. Yesterday a UFO (i) ....(see) in the western sky over Delhi. People (ii) .... (horrify) to see it and started running. It was reported to have remained suspended in the air for sometime. Then it picked up speed and (iii) .... (lose) from view.

6. Last week a picnic trip (i) .... (organise) by our school. The students (ii)............ (take) to fun and food village. Five buses (iii) .... (hire) on the occasion.

7. Gandhiji (i) .... (know) for practicing what he preached. Our country (ii) .... (teach) the lesson of truth and non-violence by him. The entire nation (iii) .... (being) into the mainstream of freedom struggle under his leadership.

8. Even the deepest wounds, that (i) .... (give) over a long time by all the cruelties of the world (ii) .... (heal) by a few words of sympathy and love that (iii) .... (speak) by someone who is close to you.

B. For 25 years, female athletes competing at the international level (a) .... (test) to see whether they were really female. Women who (b) .... (fail) (c) .... (bar) from competition and told to take a career ending injury, thus destroying their dreams of medals and careers in sports.

Also, for the women who (d) .... (fail) the test, the process (e)........... (call) into question their very identities as women. The suspicion that several Eastern European medalists were in fact men (f) .... (drive) the push to begin testing. For the first test in 1966, the athletes (g) .... (tell) to strip for medical examination. Every women who (h) .... (attend) the test, (i) .... (pass) it, but not every women showed up. Perhaps the justification to continue this testing (j)........... (fuel) by these no-shows.

III *Rewrite the following passages in passive voice.*

A. Someone broke into a local jewellery shop yesterday. The owner had just looked up the shop when a robber with a gun threatened him. The robber told him to unlock the shop and give him all the diamonds in the safe. Then the robber tied him up. The police have organised a search for the robber.

A local jewellery shop (a) .... by someone yesterday. The shop (b) .... just .... up by the owner when he (c) .... with a gun by a robber. He (d) .... to unlock the shop by the robber and all the diamonds in the safe (e) .... to him. Then he (f) .... up by the robber. A search (g) .... for the robber by the police.

B. My uncle painted this picture. Someone has offered him a lot of money for it. He will deliver the painting tomorrow. When they give him the money, he will tell them the truth. He painted it one night while he was sleep walking.

This picture (a) .... by my uncle. He (b) .... a lot of money for it by someone. The painting (c) .... by him tomorrow. When the money, (d) .... to him by them, they (e) .... the truth by him. It (f) .... by him one night while he was sleep walking.

IV *Change the following sentences into passive.*

A. 1. The murderer hid the knife in the grass.
2. He asked me to wait.
3. She is running a school these days.
4. Has someone told you about your result?
5. He will have closed his shop by 8 o'clock.
6. The judge is looking into the matter.
7. Do they like their teachers?
8. Were they singing songs?
9. Did you grow vegetables?
10. The farmer will not have watered the fields.

B. 1. His servant has offended him.
2. Shalu will not invite Jagan to the party.
3. I am cleaning the bathroom.
4. Ramesh will not have finished the project next month.
5. Did they not tell you to be here by 7 o'clock?
6. I had never seen such a lovely sight before.
7. She will never forget your kindness.
8. The magician was showing tricks.
9. People will remember him.
10. They will not disobey me.

Answer

I A. (a) are eaten (b) was not found
(c) is being built (d) was being followed
(e) have been watered (f) has, been delivered
(g) can be obtained (h) has never been opened
(i) is to be finished (j) should have been

B. (a) has, been finished (b) is being read
(c) had been sold (d) Were, painted
(e) Is, being run (f) has been posted
(g) will be repaired (h) Will, be forgotten
(i) was being expected (j) are sold

II A. (a) (i) was hit (ii) were uprooted
(iii) were flooded
(b) (i) is given (ii) is defeated
(iii) is rewarded
(c) (i) cannot be enjoyed (ii) is relished
(iii) have been frozen
(d) (i) have been left (ii) is dispelled
(iii) am compensated
(e) (i) was seen (ii) were horrified
(iii) was lost
(f) (i) was organised (ii) were taken
(iii) were hired
(g) (i) was known (ii) was taught
(iii) was brought
(h) (i) have been given (ii) are healed
(iii) are spoken

B. (a) were tested (b) failed
(c) were barred (d) failed
(e) calls (f) drove
(g) were told (h) attended
(i) passed (j) was fuelled

III A. (a) was broken (b) had, been closed
(c) was threatened (d) was told
(e) were to be given (f) was tied
(g) has been organised

B. (a) was painted
(b) has been offered
(c) will be delivered
(d) is given
(e) will be told
(f) was painted

IV A. (a) The knife was hidden in the grass by murderer.
(b) I was asked to wait.
(c) A school is being run by her these days.
(d) Have you been told about your result?
(e) His shop will have been closed by him by 8 o'clock.
(f) The matter is being looked into by the judge.
(g) Are their teachers liked by them?
(h) Were songs being sung by them?
(i) Were vegetables grown by you?
(j) The fields will not have been watered by the farmer.

B. (a) He has been offended by his servant.
(b) Jagan will not be invited to the party by Shalu.
(c) The bathroom is being cleaned by me.
(d) The project will not have been finished by Ramesh next month.
(e) Were you not told by them to be here by 7 o'clock?
(f) Such a lovely sight had never been seen by me before.
(g) Your kindness will never be forgotten by her.
(h) The tricks were being shown by the magician.
(i) He will be remembered.
(j) I will not be disobeyed by them.

CHAPTER

04

Subject-Verb Agreement

We often need to write sentences which contain only a subject and a verb. The subject could be a noun, a proper noun (name of a person or place) or an abstract noun.

Rules Involved in Subject-Verb Agreement

- The basic rule is Singular Subject → Singular Verb
  Plural Subject → Plural Verb
- When we make a sentence, we tell something about a person or a thing. The part of the sentence which states the person or thing in the sentence is called the **subject** of the sentence and the part which gives us more information about the subject is called the **predicate** of the sentence.
  A subject can be

Singular – A book, an egg, a key
Plural – Women, boys, flowers
Uncountable – Sugar, water, air

KNOW MORE A subject will come before a phrase beginning with
⚠ **Incorrect** A bouquet of yellow roses lend colour and fragrance to the room.
Correct A bouquet of yellow roses lends colour and fragrance to the room. (bouquet lends, not roses lend)

Subject and Verb in Person and Number

The subject and verb must agree in person and number. If the subject is singular, the verb should also be singular. If the subject is plural, the verb should also be plural.

(i) Singular Subject → Singular Verb
e.g. **I am** in the classroom.

(ii) Plural Subject → Plural Verb
e.g. **They are** in the classroom.

(iii) When two or more singular subjects are joined together, plural verb is used.
e.g. Mrs and Mr Gupta **are** going to the market.

(iv) When two subjects together express one idea, singular verb is used.
e.g. Earning your bread and butter **is** essential for living. (Bread and butter is symbolic and expresses one idea)

(v) If the given nouns look like plurals (i.e. they end with 's') but they are, in fact, singular nouns, then we use a singular verb.
e.g. Economics **is** my favourite subject.

(vi) Words such as audience, congregation, crowd, group and family take a singular or plural verb depending upon the sentence, but it is always safe to use a plural verb with these nouns.

e.g. The family **are** our strongest support.

⚠ **EXCEPTION** In some cases, you can also use a singular verb with a plural subject.

e.g. The audience is very excited.
The crowd is coming in huge numbers.

In these sentences, *audience* and *crowd* are plural subjects, but singular verb is used because they are treated as a group.

(vii) Everybody, somebody, nobody, anybody and anyone take a singular verb.

e.g. Nobody **is** perfect in this world.

(viii) Nouns joined by 'and' take a plural verb.

e.g. Sita and Gita are going to Mumbai.

⚠ **EXCEPTION** In some cases, singular verb is used if the subjects are treated as a single idea/concept.

e.g. Earning your bread and butter is essential for living.
Tom and Jerry is a funny series.

(ix) If subjects are joined by 'or', 'nor', 'either', 'neither', the verb agrees with the subject nearest to it.

e.g. (a) Neither he nor his sister **was** there.
(b) He or his friends **are** to be blamed.

(x) The title of a book, play, story or a musical composition, even though plural, takes a singular verb.

e.g. The Three Musketeers **is** a very good book.

(xi) When a plural noun comes between a singular subject and its verb, the verb agrees with the singular subject.

e.g. (a) Each of the apples **is** juicy.
(b) Neither of the men **was** a thief.

(xii) If the words are joined to a singular subject by 'with', a singular verb is used

e.g. The Prime Minister, **with** his cabinet colleagues, is supposed to be present.

(xiii) If subjects are joined by 'as well as', the verb must agree with the first subject, irrespective of whether it is singular or plural.

e.g. (a) Ram, **as well as** Shyam, was missing.
(b) My friends **as well as** my colleagues **are** going abroad.

(xiv) Two nouns qualified by each or every, even though connected by 'and', require a singular verb.

e.g. (a) Every boy and every girl **was** given vaccination.
(b) Each of the hens **was** sick.

(xv) *None* is singular but takes a plural/singular verb according to the sense involved in the sentence.

e.g. (a) None **were** given a chance to speak.
(b) I asked for a maid, but none **was** there.

(xvi) When the plural noun is a proper name for some single object or some collective unit, it must be followed by a singular verb.

e.g. The United Nations **is** not an effective body for world peace.

(xvii) Nouns like **glasses** (spectacles), **pants**, **trousers**, **shoes**, **people**, **police**, **scissors** always take a plural verb. Also, descriptive nouns like **the rich**, **the blind**, **the guilty** are always plural.

e.g. (a) Your shoes **are** glossy.
But when used with 'a pair of ', they are singular.
(b) A pair of branded shoes **is** quite expensive these days.

(xviii) Uncountable nouns like **advice**, **news**, **media**, **stationery**, **weather**, **progress** are singular and take a singular verb.

e.g. One must not offer **advice** unless asked.

(xix) Nouns like **news**, **physics**, **economics**, **measles**, **cards**, **aerobics** are plural in form, but they are treated as singular.

e.g. Aerobics **is** a good exercise.

(xx) A collective noun takes a singular verb when the collection is thought of as one whole. It takes a plural verb when the stress is on the individuals.

e.g. (a) The cartel of oil supplying countries **has** submitted its report.
(b) The cartel of oil supplying countries **are** divided over the issue.

(xxi) A singular verb is used when a plural noun denotes some specific quantity or amount.

e.g. (a) One-fifty rupees **is** too much for this bag.
(b) Two-thirds of the city **is** in ruins.

⚠ **EXCEPTIONS** Remember that a few nouns are always plural, even though they don't end in 's' and they always take a plural verb.

e.g. **People** have such strange ideas.
The police were baffled.

Quite a few common plurals don't end in 's'.

e.g. The **children** are in bed.
My feet hurt.
Her **teeth** are rather uneven.
My hair are brown in colour.

PRACTICE QUESTIONS

I. ***Fill in the blanks with correct form of verb that agrees with the subject.***

A. 1. Anita and her brothers .... (is/are) at school.

2. Either my father or my mother ....(is/are) coming to the meeting.

3. Ravi and Rahul .... (doesn't/don't) want to see the play.

4. He........... (doesn't/don't) know the answer.

5. One of my friends .... (is/are) going to London on a trip.

6. The man with all the cats .... (live/lives) on my street.

7. The movie, including all the previews........... (take/takes) about two hours to watch.

8. The players, as well as the captain .... (want/wants) to win.

9. Either answer .... (is/are) acceptable.

10. Everyone of those books .... (is/are) fiction.

B. 1. Nobody ....'(know/knows) the problems I have faced.

2. This is one of the best pictures that .... (has/have) been released this year.

3. Fifty rupees .... (is/are) the fare from Patel Nagar to Shivaji Nagar.

4. There .... (was/were) fifteen candles in that bag. Now there ....(is/are) only one left.

5. The committee .... (debate/debates) these questions carefully.

6. The committee members .... (leads/lead) very different lives in private.

7. All of the vases, even the cracked one .... (is/are) in this box.

8. Two-thirds of the city .... (is/are) in ruins.

9. The formation of paragraphs .... (is/are) very important.

10. No news .... (is/are) good news.

II. ***Complete the following lines with appropriate verb that agrees with the subject.***

A. 1. When .... (do/does) next boat .... (leave/leaves)?

2. Why .... (do/does) the article .... (mention/mentions) famous singers?

3. My mother .... (love/loves) to .... (see/seen) ancient temples.

4. Where .... (do/does) they .... (like/likes) to go on vacation?

5. Most of the milk .... (has/have) gone bad. Six gallons of milk .... (is/are) stil in the refrigerator.

6. A number of my friends .... (love/loves) riding bicycles, but neither my brother nor my sister .... (own/owns) a bicycle.

7. The pair of shoes on the floor .... (is/are) mine. The shoes .... (was/were) made in Italy. The 3000 rupees I spent on them .... (was/were) worth it.

8. Finding a job where you can learn new skills .... (take/takes) a lot of effort. I have been looking for six months. Six months .... (is/are) a long time. Not even one company that I applied to .... (has/have) responded.

9. A photograph of two children .... (sit/sits) on the desk. Outside, there .... (is/are) people on the street. A big crow........... (is/are) sitting on the roof.

10. This website ....(is/are) useful for studying English. It .... (was/were) founded in 2007.

B. 1. A lot of chicken .... (is/are) eaten in America. As a result, a lot of chickens .... (is/are) raised on farms.

2. I study Agriculture and Economics. In fact, Economics .... (is/are) my favourite subject. I think that Economics along with agriculture .... (is/are) fascinating.

3. Everyone .... (has/have) problems in life. Countries also .... (have/has) problems and so........... (do/does) the world.
4. One of the greatest problems .... (is/are) the growing population. Both India and China .... (has/have) population of over one billion people. Both .... (is/are) growing too.
5. A few of my friends .... (own/owns) cars. One of my friends .... (is/are) rich. Much of his money .... (come/comes) from his parents.
6. Rahul's parents ....(run/runs) three companies. I don't know what kind of products the companies .... (deal/deals) with or who their customers .... (is/are).
7. My teacher .... (is/are) funny. He .... (like/likes) to tell jokes. I think his jokes .... (is/are) funny and my friends .... (agree/agrees).
8. Most of the students in my class .... (is/are) boys. There ....(is/are) not many girls in my school who .... (is/are) of my age.
9. My friend .... (has/have) a play station. My parents always .... (ask/asks) me if I want one. But my answer .... (is/are) always 'No'.
10. Our greatest glory .... (is/nor) in never falling, but in rising every time we fall. Little minds .... (is/are) tamed and subdued by failure but great minds .... (rise/rises) above it.

III. *Fill in the correct form of verb to complete the passage meaningfully.*

A. Delhi (1) .... (has/have) become the crime capital of the country. Cases of robbery and chain snatching (2) .... (is/are) increasing day by day. The criminals it seems (3) .... (is/are) not afraid of the police. Robberies in broad daylight (4)........... (is/are) very common these days. The citizens (5)........... (don't/doesn't) feel safe in the city. The government should (6)........... (try/tries) to improve the law and order situation.

B. Headbands (1)........... (is/are) great for keeping the irritating locks out of your face and will stop you from touching your hair, which (2)........... (lead/leads) to greasy strands. Bad hair days (3)........... (is/are) a thing of the past now. Headbands (4)........... (is/are) the perfect accessory for disguising greasy roots. Donning a headband (5) .... (require/requires) smooth hair to start with. This (6)........... (does not/do not) mean you have to (7)........... (has/have) straight hair.

Answers

I. A. 1. are 2. is
3. don't 4. doesn't
5. is 6. lives
7. takes 8. want
9. is 10. is

B. 1. knows 2. have
3. is 4. were, is
5. debates 6. lead
7. are 8. is
9. is 10. is

II. A. 1. does, leave 2. does, mention
3. loves, see 4. do, like
5. has, are 6. love, owns
7. is, were, was 8. takes, is, has
9. sits, are, is 10. is, was

B. 1. is, are 2. is, is
3. has, have, does 4. is, have, are
5. own, is, comes 6. run, deal, are
7. is, likes, are, agree 8. are, are, are
9. has, ask, is 10. is, are, rise

III. A. 1. has 2. are 3. are
4. are 5. don't 6. try

B. 1. are 2. leads 3. are
4. are 5. requires
6. does not 7. have

CHAPTER

05

Reported Speech

The act of reporting the words of a speaker is called **narration**. There are basically two ways in which the words of the speaker can be conveyed in writing.

(a) **Direct Speech** (*Direct Narration*) The reporting of the words of the speaker without making any changes to it is known as **Direct Speech**. Direct speech is shown inside double quotation marks.

(b) **Indirect Speech** (*Indirect Narration*) The act of reporting the words of the speaker by making necessary changes to it is called **Indirect Speech**. In indirect speech, while narrating something, changes are made in the original words of the person. For example, tenses and pronouns are changed according to the reporting verb.

e.g. (i) My mother told me, "You have to work harder at school." (Direct speech)
(ii) My mother told me that I had to work harder at school. (Indirect speech)

In sentence (i) we can notice that this is the speaker's direct narration as it is shown inside double quotation marks, but in sentence (ii) tense and pronouns are changed and quotation marks are removed.

TIP The first verb part of the sentence (i.e. he said, she said, he says, she says, they said etc) before the statement (quotation marks) of a person in the sentence is called the
The reporting clause contains the reporting verb (in many cases *said* or *told*) and usually comes first.

Observe the following changes carefully.

- He said, "I work in a factory." (Direct speech)
  He said that he worked in a factory. (Indirect speech)
- They said, "We are going to the cinema." (Direct speech)
  They said that they were going to the cinema. (Indirect speech)
- She said, "I am playing." (Direct speech)
  She said that she was playing. (Indirect speech)
- He said to me, "You have been a great help to me." (Direct speech)
  He told me that I had been a great help to him. (Indirect speech)
- Ashish said to me, "I shall go to the market today." (Direct speech)
  Ashish told me that he would go to the market that day. (Indirect speech)

Basic Rules of Speech and Conversion

(a) **In Direct Speech**

- *(i)* Put the words spoken by the speaker within " " (double quotes or double inverted commas).
- *(ii)* Separate the reporting verb from the direct speech by a comma.
- *(iii)* Begin the first word inside inverted commas with a capital letter.

(b) **In Indirect Speech**

- *(i)* Change the reporting verb according to the sense conveyed by the speech.
- *(ii)* Do not change the tense of the reporting verb.
- *(iii)* Remove the comma separating the reporting verb from the direct speech.
- *(iv)* Remove inverted commas.
- *(v)* Introduce the indirect speech by some connector like *that, if, whether, what, where, how, why* etc depending on whether you want to transform a statement, question or request, as the case may be.
- *(vi)* Convert all kinds of sentences into assertive statements.
- *(vii)* Make other necessary changes in person, verb forms, time, place and expressions.

Some changes to consider

- (a) **1st person** (I, we etc) → change according to the subject of the reporting verb.
- (b) **2nd person** (You, your etc) → change according to the object of the reporting verb.
- (c) **3rd person** (He, she, it, they, his, her etc) → make no change.
- (d) Change **1st person** into **3rd person** if the reporting verb has no object mentioned.

Rules for Changing Simple Direct Speech into Indirect Speech

Rules	Direct Speech	Indirect Speech
Remove separating comma, inverted commas and use the connector 'that' when there is no object in the sentence.	• He said, "I work in a shipyard." • Sheena said, "My teacher is highly educated."	• He said that he worked in a shipyard. • Sheena said that her teacher was highly educated.
The reporting verb 'said' becomes 'told' along with the subject and the connector 'that' when it is followed by an object.	• Kamya said to me, "You have been a great help." • He said to me, "I shall go to the party."	• Kamya told me that I had been a great help. • He told me that he would go to the party.

Changes into Reported Speech with Respect to the Tense

Present Tense

Rules of Conversion	Direct Speech	Indirect Speech
Simple Present changes into Simple Past	• He said, "I do not like computers." • They said, "We love our country."	• He said that he did not liked computers. • They said that they loved their country.
Present continuous changes into past continuous	• I said, "It is raining." • She said, "I am not laughing."	• I said that it was raining. • She said that she was not laughing.

Rules of Conversion	Direct Speech	Indirect Speech
Present perfect changes into past perfect	• She said, "He has finished his work." • They said, "We have not gone to New York."	• She said that he had finished his work. • They said that they had not gone to New York.
Present perfect continuous changes into past perfect continuous	• He said, "I have been studying since 3 o' clock." • Radha said, "It has been raining for three days."	• He said that he had been studying since 3 o' clock. • Radha said that it had been raining for three days.

Past Tense

Rules of Conversion	Direct Speech	Indirect Speech
Simple past changes into past perfect	• My teacher said to me, "You answered correctly." • He said, "I didn't buy a car."	• My teacher told me that I had answered correctly. • He said that he had not bought a car.
Past continuous changes into past perfect continuous	• They said, "We were enjoying the weather." • He said, "Mohit was listening to the music."	• They said that they had been enjoying the weather. • He said that Mohit had been listening to the music.
Past perfect remains past perfect (tense does not change)	• He said, "I had started a business." • I said, "She had eaten the meal."	• He said that he had started a business. • I said that she had eaten the meal.

Future Tense

Rules of Conversion	Direct Speech	Indirect Speech
Simple future: *will* changes into *would*	• He said, "I will study the book." • They said to me, "We will send you gifts."	• He said that he would study the book. • They told me that they would send me gifts.
Future continuous: *will be* changes into *would be*	• Shreya told him, "I will be waiting for you." • He said, "He will not be flying kites."	• Shreya told him that she would be waiting for him. • He said that he would not be flying kites.
Future perfect: *will have* changes into *would have*	• He said, "I will have finished the work." • Narayan said, "I will have gone."	• He said that he would have finished the work. • Narayan said that he would have gone.

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Rules for Changing Interrogative Sentences into Indirect Speech

(The reporting verb 'said' becomes 'asked' and 'to' is removed)

Rules	Direct Speech	Indirect Speech
Use 'if' or 'whether' in place of 'that' as a connector.	• She said to me, "Do you like tea or coffee?"	• She asked me whether I liked tea or coffee.
Remove the question mark while forming an assertive sentence.	• She said to Shyam, "Do you have an extra copy?"	• She asked Shyam if he had an extra copy.
The questions starting with question words like when, why, where, do not use 'if' or 'whether'. The question words are retained to introduce the reported question.	• He said, "What is your problem?" • She said, "Why are you not coming?"	• He asked me what my problem was. • She asked me why I was not coming.

Rules for Changing Imperative Sentences into Indirect Speech

(Commands, Requests and Suggestions)

Rules	Direct Speech	Indirect Speech
Use conjunction 'to' instead of 'that'.	• I said to Hari, "Do not pluck the flowers." • The Principal said to the students, "Get out of the office."	• I ordered Hari not to pluck the flowers. • The Principal ordered the students to get out of the office.
In sentences beginning with 'Let', the reporting verb is changed to 'proposed' or 'suggested'.	• He said, "Let us keep quiet in this matter."	• He suggested that we should keep quiet in this matter.

Rules for Changing Exclamatory Sentences into Indirect Speech

Rules	Direct Speech	Indirect Speech
Words such as Alas, Bravo, Oh, Wow, Wah should be left out in indirect speech.	• Ram said, "Alas! I have been ruined."	• Ram exclaimed with sorrow that he had been ruined.
Forms of the verb 'wish' is used if the sentence conveys a wish.	• She said, "If I were a bird."	• She wished to be a bird./She wished that she were a bird.

Summary of Changes

Change of Verb Forms	Change of Pronouns	Time, Place, Expression and Other Changes
is, am, are — was, were	1st Person — according to the subject	now — then
has, have — had	2nd Person — (i) according to the object (ii) changed to 3rd person if the reporting verb has no object	ago — before
go — went		today — that day
did — had + 3rd form of the verb		last night — the previous night or the night before
was, were — had been	3rd Person — unchanged	next week — the following week
will — would		here — there
shall — should		hither — thither
can — could		this — that
		thus — so

PRACTICE QUESTIONS

1 *Fill in the Blanks.*

A. 1. Mum said, "I am angry with you."
Mum said she .... angry with me.

2. Jaya said, "I am cooking lunch today."
Jaya said that she .... lunch ....

3. My friend said, "I will go to the cinema tomorrow."
My friend said that he ....to the cinema ....

4. Her teacher said, "You must do your homework every day."
Her teacher said that she .... do her homework every day.

5. Their father said, "I can speak three languages."
Their father said that he .... speak three languages.

6. Kavita said, "I have been on holidays."
Kavita said that she .... on holidays.

7. Mary said, "I will play cards the day after tomorrow."
Mary said that .... cards the following day.

8. Sangeeta said, "I went to bed early last night."
Sangeeta said that .... to bed early the night before.

9. My dad said to the immigration officer, "This is my first visit to England."
My dad told the immigration officer that it .... his first visit to England.

10. He said to me, "You are the most beautiful girl I have ever seen."
He told me that I .... the most beautiful girl he........... .

B. 1. Nikhil said, "I am going to see my parents next month."
Nikhil said that .... to see his parents the following month.

2. Garima said to me, "I am sorry but I can't come to your birthday party because I am going away for the weekend."
Garima said that she .... sorry but she .... to my birthday party because she .... away for the weekend.

3. Judy said, "I have already written this paragraph four times."
Judy complained that .... that paragraph four times.

4. Prakash said, "I will not stop until this factory is shut down."
Prakash promised that .... until that factory........... shutdown.

5. Jagan said, "I don't think so." Jagan said that .... so.

6. My friends said to me, "We want to leave at once."
My friends told me that .... to leave at once.

7. Uncle John said, "Please take off your shoes when you come in."
Uncle John told us to take off .... shoes when we .... in.

8. Pankaj said, "I haven't brushed my teeth yet."
Pankaj said that .... brushed .... teeth yet.

9. Maya said, "You can borrow my book."
Maya told me that .... borrow...........book.

10. Sanjay said, "My head is aching."
Sanjay said that .... head .... aching.

2 *Read the conversations and complete the passages that follow*

A. 1. Shylock : I am unwell
Duke : What can I do for you, sir?
Shylock : Will you take me to the doctor?
Duke : Yes, Sir.
Shylock told the Duke (a) .... The Duke asked (b)............
Shylock asked the Duke (c) .... The Duke replied in affirmative.

2. Divya : I am planning to buy a car.
Arti : Which car do you intend to buy?
Divya : I intend to buy the latest model of any popular company.
Arti : It is a wise decision.

Divya told Arti that (a)............ Then Arti asked her (b) .... Divya said that (c)............ Arti said that (d) ....

3. Susan : Why have you not brought my party dress?

Jenny : I haven't brought it because I had gone to my uncle's house with my parents, so I forgot to keep it.

Susan : Don't give me silly excuses. I want to know the truth.

Jenny : I am sorry Susan. I was chatting with my friends till late. I forgot that you needed it urgently today.

Susan asked Jenny (a) .... Jenny said that she (b) .... Susan (c)............ Jenny said that (d)............ . She was chatting with her friends till late and (e)............ that Jenny needed it urgently that day.

4. Dilip : I have been watching the sea and there hasn't been any trace of a ship.

Rohan : I told you yesterday too that we'll be rescued, so have patience.

Dilip : Why do you ask me to keep quiet whenever I say something?

Rohan : Have you ever said anything sensible?

Dilip said that (a)............ the sea and that (b) .... any trace of a ship. Rohan replied that (c)............ that they (d)............ and asked him to have patience. Dilip angrily asked Rohan (e)............ to keep quiet whenever he said something to which Rohan wanted to know (f)............ .

5. Sanjay : I am surprised to see you here in Delhi. When did you come?

Madan : I came here yesterday. I have been offered a job here.

Sanjay told Madan (a) .... and asked (b) .... Madan replied that (c) .... and added that (d) ....

6. Kanak : Have you seen "Three Idiots"?

Kartik : I saw them yesterday in the class.

Kanak : I was talking about the movie.

Kartik : I thought that you were talking about the three idiots in the class.

Kanak asked Kartik (a) .... 'Three Idiots'. Kartik replied that (b) .... in the class. Kanak further said that (c) .... Kartik replied that (d) .... in the class.

7. Ananya : I want to order a big pineapple cake for my birthday.

Confectioner : When is your birthday?

Ananya : It is tomorrow.

Confectioner : You can collect it by noon.

Ananya told the confectioner (a) .... a big pineapple cake for her birthday. The confectioner asked (b) .... Ananya replied that it was (c)............ . The confectioner told her that (d) .... by noon.

8. Mother : Why are you late from school, Kabir?

Kabir : While coming from school to bus stop, I slipped by stepping on a banana peel.

Mother : O, my son! Did you hurt yourself?

Kabir : I got a bad bruise on my left knee.

Mother asked Kabir (a) .... Kabir replied that while coming from school to bus stop (b) .... on a banana peel. Mother was shocked to hear this. She asked (c) .... Kabir said that (d) .... a bad bruise on his left knee.

9. Rahul : Do you know that Ranjit met with an accident and is in hospital?

Sukrit : Oh! I don't know Is he badly hurt? Which hospital is he in?

Rahul : The doctors say that there is nothing to worry. He is admitted to City Hospital.

Rahul asked Sukrit (a) .... that Ranjit (b) ....with an accident and was in hospital. Sukrit expressed his ignorance and enquired (c) .... He also asked (d)............ . Rahul told him that according to the doctors (e)............ and said that he (f)............ to the City Hospital.

10. Shilpa : Can I borrow your English textbook?

Jaya : Sure you can. But when will you return it?

Shilpa : I will return it to you after two days from today.

Jaya : Please do as I have to prepare for the exams.

Shilpa asked Jaya (a) .... Jaya replied that (b) .... and asked her (c) .... Shilpa said she (d) .... Jaya urged her (e) .... since she (f) ....

3 *Change the following into indirect speech.*

A. 1. The teacher said to the boys, "Have you done your homework?"
2. The little girl said to the man, "Will you help me?"
3. Janaki said, "I have been reading this book."
4. Mother said to the daughter, "Go and change your dress."
5. Rachna said, "I had read this book before I gave it to you."
6. Anjali said, "I watched this movie last week."
7. Shyam said, "I can solve this problem."
8. She said, "I have found my keys."
9. They asked me, "Did you see Ravi at cinema last night?"
10. The news said, "There has been a big earthquake in Japan."

B. 1. Rajesh said,"I can't come to the meeting on Saturday."
2. My brother said, "I am going to learn to cook."
3. Sujata said to me, "You don't know what Manish is doing."
4. He said, "The Sun rises in the East."
5. He says, "Ram is a good player."
6. He said to her, "Can you lend me your umbrella?"
7. I said to her, "I wrote a letter."
8. She said, "Keep this room open."
9. She said, "What a pitiful scene!"
10. The Principal said, "well done! my boys."

Answers

I. A. 1. was
2. was cooking, that day
3. would go, the next day
4. had to
5. could
6. had been
7. she would play
8. she had gone
9. was
10. was, had ever seen

B. 1. he was going
2. was, couldn't come, was going
3. she had already written
4. he would not stop, was
5. he didn't think
6. they wanted
7. our, came
8. he hadn't, his
9. I could, her
10. his, was

II. A. 1. (a) that he was unwell
(b) what he could do for him
(c) if he would take him to the doctor

2. (a) she was planning to buy a new car
(b) which car she intended to buy
(c) she intended to buy the latest model of any popular company
(d) it was a wise decision

3. (a) Why she had not brought her party dress
(b) hadn't brought it as she had gone to her uncle's house with her parents so she had forgotten to keep it
(c) told her not to give silly excuses and that she wanted to know the truth
(d) she was sorry
(e) had forgotten

4. (a) he had been watching
(b) there had not been
(c) he had told him the day before
(d) would be rescued
(e) why he asked him
(f) if he had ever said anything sensible

5. (a) that he was surprised to see him there in Delhi
(b) When he had come
(c) he had come there the previous day
(d) he had been offered a job there

6. (a) if he had seen
(b) he had seen them the day before
(c) she had been talking about the movie
(d) he had thought that he had been talking about the three idiots

7. (a) that she wanted to order
(b) when her birthday was
(c) the following day
(d) she could collect it

8. (a) why he was late from school
(b) he had slipped by stepping
(c) if he had hurt himself
(d) he had got

9. (a) if he knew
(b) had met
(c) if he was badly hurt
(d) which hospital he was in
(e) there was nothing to worry
(f) was admitted

10. (a) if she could borrow her English textbook
    (b) she could
    (c) when she would return it
    (d) would return it to the after two days from that day
    (e) to do that
    (f) had to prepare for the exams

III. A. 1. The teacher asked the boys if they had done their homework.
2. The little girl asked the man if he would help her.
3. Janaki said that she had been reading that book.
4. Mother told the daughter to go and change her dress.
5. Rachna said that she had read that book before she gave it to me.
6. Anjali said that she had watched that movie the previous week.
7. Shyam said that he could solve that problem.
8. She said that she had found her keys.
9. They asked me if I had seen Ravi at cinema the previous night.
10. The news said that there had been a big earthquake in Japan.

B. 1. Rajesh said that he couldn't come to the meeting on Saturday.
2. My brother said that he was going to learn to cook.
3. Sujata told me that I didn't know what Manish was doing.
4. He said that the Sun rises in the East.
5. He says that Ram is a good player.
6. He asked her if she could lend him her umbrella.
7. I told her that I had written a letter.
8. She ordered to keep that room open.
9. She exclaimed that it was a pitiful scene.
10. The Principal exclaimed with joy that the boys had done well.

CHAPTER

06

Clauses

A clause is a group of related words containing a subject and a verb. A clause is a larger word group than a phrase and includes a little more information.

Types of Clauses

There are two types of clauses

1. Independent Clause (Main/Principal Clause)

Independent clause is the main/principal clause in a sentence. It can stand alone and can be called a sentence. It does not start with subordinate words such as **when, which** or **if.**

The main properties of an independent clause are

- It contains a subject.
- It contains an action.
- It expresses a complete thought.

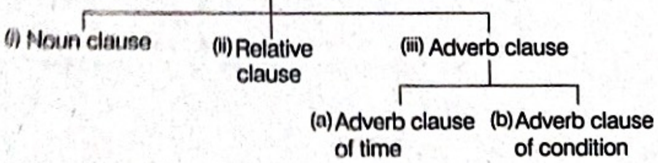
e.g.
- Let's start the play.
  (Here 'play' is the subject and 'Let's start' is the action.)
- The mobile is defective.
  (Here 'mobile' is the subject and 'is defective' is the action.)
- I will tell her about the paper pattern.
  (Here 'I' is the subject and 'will tell her about the paper pattern' is the action.)

2. Dependent Clause (Subordinate Clause)

A dependent clause is a subordinate clause, it starts with subordinate words. It cannot stand alone as a sentence and is labelled according to its function in the sentence.

Dependent clauses are further divided into three kinds

Kinds of Dependent Clause



(i) Noun Clause

A noun clause is a dependent clause that acts as a noun. Noun clauses begin with words such as *how, that, what, whatever, when, where, whether, which, whichever, who, whoever, whom, whomever* and *why*. These words generally come before the subject and the verb of the noun clause. Noun clauses can act as subjects, direct objects, indirect objects, predicate nominatives, or objects of a preposition.

e.g.
- Choose a gift for **whomever you want.**
  (*whomever you want* is a noun clause and it contains the subject *you* and the verb *want*. The clause acts as an object of the preposition *for* in the sentence.)
- On weekends, we can do **whatever we want.**
  (*whatever we want* is a noun clause and it contains the subject *we* and the verb *want*. The clause acts as a direct object in the sentence.)
- I wonder **how long we should wait here.**
  (*how long we should wait here* is a noun clause and it contains the subject *we* and the verb phrase *should wait*. The clause acts as a direct object in the sentence.)

(ii) Relative Clause

Relative clauses are dependent clauses introduced by a relative pronoun (*that, which, whichever, who, whoever, whom, whomever, whose* and *of which*). Relative clauses add extra information to a sentence by defining a noun. Relative clauses are also called **adjective clauses.** *The introductory words used for various categories of nouns are*

For people	*who, whose* or *what*
For things	*which* or *that*
For places	*where*
For times	*when*
For possession	*whose*

e.g.
- Rohan visited the office **where his mother works.**
  (*where his mother works* is a relative clause. It contains the relative adverb *where*, the subject *mother*, and the verb *works*. The clause modifies the noun *office*.)
- We're going to see a band **whose lead singer is a friend of ours.**
  (*whose lead singer is a friend of ours* is a relative clause. It contains the relative pronoun *whose*, the subject *singer*, and the verb *is*. The clause modifies the noun *band*.)
- The university **where my brother goes to school** is in Canada.
  (*where my brother goes to school* is a relative clause. It contains the relative adverb *where*, the subject *brother*, and the verb *goes*. The clause modifies the noun *university*.)

(iii) Adverb Clause

An adverb clause (also called adverbial clause) is a word or expression in a sentence that functions as an adverb; it tells you something about how the action in the verb was done. It adds extra information about the time, place, manner etc to a sentence and modifies the verb. As a dependent clause, it cannot stand on its own and must connect to the main clause or an independent clause with a conjunction to form a complete sentence. The adverbial clause may come before or after the main clause. When it comes before the main clause, a **comma is used** to separate the two clauses. When it comes after the main clause, no comma is necessary.

e.g.
- I am sad, **although you did a good job of trying to cheer me up.** *(tells us under what conditions I am sad)*
- You must go to bed **after we watch the fireworks tonight.** *(tells us when you must go to bed)*
- He shook my hand **before he died.** *(tells us when he shook my hand)*
- I will give you a chocolate **if you clean your plate.** *(tells us under what conditions the chocolate will be given)*
- I had to leave **while Raman was playing football.** *(tells us when the person had to leave)*

Types of Adverb Clause

(a) **Adverb Clause of Time** We use adverb clause of time to modify a verb in the main clause and to tell the time when an action takes place.

Subordinating Conjunctions used are *when, whenever, anytime, before, after, till, until, while, since, just as, as soon as, as often as, now that, as long as* etc.

e.g.
- Will you wait here **until I am ready?**
- I was not at home **when he came to see me.**
- I always take a bath **before I go to bed.**
- **As soon as Teena finished that project,** she started working on the next.

(b) **Adverb Clause of Condition** We use adverb clause of condition to modify a verb in the main clause and to tell the condition under which an action takes place or someone does something.

Subordinating Conjunctions used are *if, even if, whether, if.....not, unless, supposing that, provided that, in the condition that, as long as that* etc.

e.g.
- **If it rains**, we shall stay at home.
- She will take this medicine **whether she likes it or not.**
- You won't pass **unless you work hard.**
- **As long as you have the time**, why don't you come for dinner?

Uses of Clauses

- By using clauses correctly, you can quickly and easily improve the quality of your writing and your ability to communicate with the reader. With the help of a clause, you can direct the attention of the reader so that your sentence is understood.
- You will also avoid incorrect dependent clauses as sentence fragments.

Clauses at a Glance

Clauses	Definition	Begins with	Example
Noun Clause	• Any clause that functions as a noun. • Ask the question 'what' to the main verb and the answer is always the noun clause.	Connectives like who, whose, whom, when, where, which, what, why, how, that, if and whether	• Nisha told me that she was feeling unwell. • Your success depends on how you prepare yourself.
Relative Clause/Adjective Clause	• It describes a noun or pronoun. • It adds extra information to a sentence by defining a noun.	Relative Pronouns like who, whose, whom, that, which, whichever, whoever, of which	• They work in a factory whose owner is cruel. • This is the scarf which I liked.
Adverb Clause	It functions as an adverb; it tells you something about how the action in the verb was done. **Adverb Clause of Time** It modifies a verb in the main clause to tell the time when the action takes place.	Subordinating Conjunctions like when, whenever, anytime, before, after, till, until, while, since, just as, as soon as, as often as, now that, as long as	• As soon as he saw his mother, he began to weep. • The world will always be the same as long as men are men.
	Adverb Clause of Condition It modifies a verb in the main clause to tell the condition under which the action takes place or someone does something.	Subordinating Conjunctions like if, whether, as long as, unless, provided supposing, under the condition	• If it rains, we shall stay at home. • I won't pay it unless he sends me the bill again.

PRACTICE QUESTIONS

1 *Choose the appropriate options to complete the sentences.*

(a) The man .... house was robbed has still not been paid by the insurance company.

(i) which (ii) that (iii) whose

(b) She failed the exam, ... came as a great surprise to us all.

(i) who (ii) which (iii) that

(c) The bat is the only mammal .... can fly.

(i) who (ii) that (iii) which

(d) Jasmine is a flower .... is white and very fragrant.

(i) which (ii) who (iii) that

(e) The moment .... I learned the results of the art competition was one of the worst moments of my life.

(i) which (ii) when (iii) where

(f) My sister Ankita had always wanted to go to a place .... she could speak her native tongue.

(i) which (ii) whom (iii) where

(g) The 19th century artist, ... name I could not remember, was one of the best I had ever seen.

(i) which (ii) whose (iii) that

(h) This is the man .... saved the kid.

(i) who (ii) which (iii) whose

(i) He was wearing a cap .... was black.

(i) where (ii) which (iii) whom

(j) The house .... windows are open is beautiful.

(i) which (ii) who (iii) whose

2 *Read the passage given below. Fill in the blanks by choosing the most appropriate word from the given options.*

The cougar (also known as puma or catamount) is a member of the cat family *(a)* .... grows to around 8 feet in length. Cougars sometimes prey on sheep and goats, so they may be killed by the farmers *(b)* .... animals they attack.

The cougar lives in deserts, forests, plains and mountains, but according to scientists *(c)* .... have studied the animal, it is becoming endangered in some areas.

The cougar has powerful legs *(d)* .... it uses to climb and to jump onto trees. However, cougars very rarely attack humans, *(e)* .... they are usually afraid of.

(a) (i) whom (ii) which
(iii) that (iv) who

(b) (i) who (ii) whose
(iii) which (iv) whom

(c) (i) who (ii) which
(iii) whom (iv) when

(d) (i) who (ii) which
(iii) whose (iv) whom

(e) (i) that (ii) which
(iii) whom (iv) who

3 *Fill in the blanks by choosing the correct option.*

(a) Why do you find it so hard to believe what .... you?

(i) was I telling (ii) am I telling
(iii) I'm telling (iv) I telling

(b) She couldn't believe what ....

(i) he had told her
(ii) that you don't believe me
(iii) that you don't believe I
(iv) don't you believe I

(c) It bothers me ....

(i) don't you believe me
(ii) that you don't believe me
(iii) that you don't believe I
(iv) don't you believe I

(d) I really don't know ....

(i) what should I do (ii) I should do what
(iii) do I should what
(iv) What I should do

(e) I'm not sure .... the same way about me.

(i) If he feel (ii) does he feel
(iii) If he feels (iv) does he feels

(f) My mother wanted do know ....

(i) how I was feeling
(ii) how was I feeling
(iii) I was feeling how
(iv) how I feeling

(g) The professor will tell us ....
(i) what are we supposed to do
(ii) what we are supposed to do
(iii) to do what we are supposed
(iv) what are supposed we to do

(h) .... is no one's business but my own.
(i) Where do I do (ii) Where I do go
(iii) Where I go (iv) Where go I

4 *Fill in the blanks with correct noun clause.*

(a) Last week, our cat gave birth to a litter of kittens, but we didn't know where ....
(i) is our cat (ii) our cat was
(iii) our cat is (iv) was our cat

(b) Now our cat is home again and we can't believe how many ....
(i) kittens does she have
(ii) kittens has she
(iii) she has kittens
(iv) kittens she has

(c) Can you imagine .... ?
(i) how cute they are (ii) how cute are they
(iii) how they are cute (iv) are they cute

(d) The kittens are so noisy that I can hardly hear what ....
(i) are saying you (ii) that you are saying
(iii) are you saying (iv) you are saying

(e) My husband said .... try to keep them all.
(i) don't we (ii) that shouldn't
(iii) that we shouldn't (iv) that we don't

(f) The cat belongs to my daughter, so my husband insisted that .... them for adoption.
(i) she offer (ii) she offers
(iii) she will offer (iv) she must offer

(g) He told us .... sad, and that it would be better for everyone.
(i) don't be (ii) doesn't be
(iii) not be (iv) not to be

(h) She needed to find new homes for them, but she didn't know whom ....
(i) should she ask (ii) she should ask
(iii) she ask (iv) she asks

(i) She decided .... post some notices around the neighbourhood.
(i) that she (ii) what she
(iii) what she would (iv) that she would

(j) Adopting a kitten depends on .... the ability to care for it.
(i) have you (ii) whether you have
(iii) that have you (iv) if have you

5 *Complete the following with correct adverbial clause.*

(a) .... he always did well on his English tests, his parents were not surprised that he got an 'A'. **(When/Since)**

(b) You should keep the milk in the refrigerator, ... it doesn't go bad. **(Since/so that)**

(c) You should say goodbye to your brother .... you leave for Europe. **(before/since)**

(d) I'll let you know .... I come back. **(because/after)**

(e) You should give the iron time to heat up .... you iron your clothes. **(So that/before)**

(f) You shouldn't drive .... drinking alcohol. **(after/although)**

(g) I will continue to use my scooter .... petrol prices remain high. **(because/as long as)**

(h) His father died .... he was young. **(when/since)**

(i) .... I was leaving, the phone rang. **(as/because)**

(j) Someone called .... you were out. **(Since/while)**

6 *Fill in the blanks with suitable adverbial clause.*

(a) .... it rains, we will go indoors. **(Because/If)**

(b) You have to apologise to your sister .... you want to do it or not. **(although/whether)**

(c) You can use your father's car .... you drive carefully. **(as long as/even if)**

(d) You will never understand this sum .... Rahul helps you. **(unless/if)**

(e) .... that you fail, what will you do? **(If/Supposing)**

(f) .... that your room is cleaned, you won't be punished. **(Provided/Unless)**

(g) I only watch TV .... my favourite show is on. **(unless/if)**

(h) You will have to take the medicine .... you like it or not. **(if/whether)**

(i) There will be no problem .... that you keep your mouth shut. **(supposing/provided)**

(j) You may come .... you want to. **(if/unless)**

Answers

1 (a) (iii) whose (b) (ii) which
(c) (ii) that (d) (i) which
(e) (ii) when (f) (iii) where
(g) (ii) whose (h) (i) who
(i) (ii) which (j) (iii) whose

2 (a) (iii) that (b) (ii) whose
(c) (i) who (d) (ii) which
(e) (iii) whom

3 (a) (iii) I'm telling
(b) (i) he had told her
(c) (ii) that you don't believe me
(d) (iv) What I should do
(e) (iii) if he feels
(f) (i) how I was feeling
(g) (ii) what we are supposed to do
(h) (iii) Where I go

4 (a) (ii) our cat was (b) (iv) kittens she has
(c) (i) how cute they are (d) (iv) you are saying
(e) (iii) that we shouldn't (f) (i) she offer
(g) (iv) not to be (h) (ii) she should ask
(i) (iv) that she would (j) (ii) whether you have

5 (a) Since (b) so that
(c) before (d) after
(e) before (f) after
(g) as long as (h) since
(i) As (j) While

6 (a) If (b) whether
(c) as long as (d) unless
(e) Supposing (f) Provided
(g) if (h) whether
(i) provided (j) if

CHAPTER

07

Determiners

Determiners are words that modify nouns. In other words, determiners are words that can be used before nouns to determine or to modify their meaning. Determiners function like adjectives. They are also called as fixing words.

Characteristics of Determiners

Characteristics of determiners are as follows

- A determiner may determine or fix a place, person or thing.
- A determiner may identify two or more persons or things.
- A determiner may precede numerals or objects.
- A determiner may indicate a quantity or amount.

Classification of Determiners

Determiners can be classified into

1. **Articles** A, an, the.
2. **Demonstrative Adjectives** This, that, these, those.
3. **Quantifiers** A quantifier is a word or phrase which is used before a noun to indicate the amount or quantity. *Types of quantifiers are as follows*

(i) Definite	One, two, hundred, ..., first, second, both etc.
(ii) Indefinite	Some, many, much, enough, few, a few, all, little, a little, several, most etc.
(iii) Distributive	Each, every, all, either, neither.
(iv) Difference	Another, other.
(v) Comparative	More, less, fewer.

4. **Possessives** My, your, his, her, its, our, their, mine, hers, yours, ours, theirs etc.

Determiners and Kinds of Nouns With Which They are Used

- A, an, each, everyone, another and either are used with singular countable nouns.
  - This and that are used with uncountable nouns/singular countable nouns.
  - These and those are used with uncountable nouns/plural countable nouns.
  - A little, a lot of, a great deal of, much are used with uncountable nouns.
  - More, most, a lot of, enough, adequate, some are used with uncountable nouns/plural countable nouns.
  - A few, several, many, both are used with plural nouns.
  - The, some, any, my, her, your, our, their, its, which, whose, what are used with any type of noun.

1. Articles— A, An, The

Articles are used before nouns. 'A' is used before a noun starting with a consonant sound and 'An' is used before a noun starting with a vowel sound. 'The' is used before singular countable nouns, plural countable nouns and uncountable nouns.

Use of Indefinite Articles : A/An

'A' is used before a noun beginning with a consonant sound.

e.g. **a** woman, **a** horse, **a** university
(Here woman, horse *and* university *are words beginning with a consonant sound.)*

'An' is used before a noun beginning with a vowel sound.

e.g. **an** orange, **an** egg, **an** elephant, **an** hour
(Here orange, egg, elephant *and* hour *are words beginning with a vowel sound.)*

How to Use 'A' and 'An'

- The use of 'a' and 'an' is determined by sound. The following words begin with a vowel, but not with a vowel sound. A unique thing, a one rupee coin, a European, a unicorn, a university, a useful thing, a union.
  So here 'a' is used.
- On the other hand, with the following words, 'an' is used although they begin with a consonant.
- An hour, an honest man, an heir to the throne, an MCA. Here, the sound is the criterion to decide whether a/an will be used.

Use of Definite Article : The

'The' is used before singular countable nouns, plural countable nouns and uncountable nouns. Uncountable nouns do not have plural forms, e.g. we cannot say 'sugars', we will say 'the sugar'.

'The' is used

I. While talking about a particular person or thing or one already referred to (that is, when it is clear from the context which one do we mean).
e.g. **The** book you want is not available.

II. When a singular noun represents the whole class.
e.g. **The** dog is a faithful animal.

III. Before some proper names that denote physical features.
(i) Oceans and seas e.g. The Pacific ocean, The Arabian Sea
(ii) Rivers e.g. The Yamuna, The Thames
(iii) Canals e.g. The Suez Canal
(iv) Deserts e.g. the Thar Desert, the Sahara Desert.
(v) Group of islands e.g. the West Indies, the Netherlands
(vi) Mountain ranges e.g. the Himalayas, the Satpura Ranges
(vii) A few names of countries, which include words like States, Republic or Kingdom e.g. The People's Republic of China, the United Kingdom, the USA, the Republic of Korea, the Hague etc.

IV. Before the names of religious or mythological books.
e.g. **the** Vedas, **the** Puranas, **the** Mahabharata
(but we say Homer's Iliad, Valmiki's Ramayana).

V. Before the names of things which are unique or one of their kind.
e.g. **the** Sun, **the** Moon, **the** Pacific Ocean

VI. Before a proper noun, when it is qualified by an adjective or a defining adjectival clause.
e.g. **The** Great Caesar, **the** King of Rome
The Mr Verma whom you met last night is my boss.

VII. With superlative degrees.
e.g. This is **the** worst performance I have ever seen.

VIII. With ordinals.
e.g. He was **the** first man to walk on **the** Moon.

IX. Before musical instruments.
e.g. He can play **the** tabla very well.

X. Before an adjective when the noun is understood.
e.g. **The** rich always exploit **the** poor. *(Here the word 'people' is understood.)*

XI. As an adverb with comparatives.
e.g. **The** more money we have, **the** more we want.

Omission of Article 'The'

- Before material, abstract and proper nouns used in a general sense.
  e.g. (a) Honesty is the best policy. (*not The honesty....*)
  (b) Sugar tastes sweet. (*not The sugar....*)
  (c) Paris is the capital of France. (*not The Paris....*)
- Before plural countable nouns used in a general sense.
  e.g. Children like toys.
- Before names of people.
  e.g. Rohit.
- Before names of continents, countries; cities etc
  e.g. Europe, Pakistan, Nagpur.
- Before names of individual mountains
  e.g. Mount Everest.
- Before names of meals used in a general sense.
  e.g. Dinner is ready.
- Before languages and words like school, college, university, church, hospital.
  e.g. (a) I learn English at school.
  (b) My uncle is still in hospital.
- Before names of relations, like father, mother etc.
  e.g. Father is still not at home.
- In certain phrases consisting of preposition followed by its object.
  e.g. At home, in hand, by night, in case, on foot, by train, on demand etc.

2. Demonstrative Adjectives
(This, That, These, Those)

I. That (in case of plural, those)

(a) It is used to avoid the repetition of the preceding noun(s).

e.g.
- My bat is better than **that** of my friend.
- Our soldiers are better equipped than **those** of Pakistan.

(b) It refers to person(s) or thing(s) far from the speaker.

e.g.
- Get **that** dog out of here.
- **Those** houses are for sale.

II. This (in case of plural, these)

(a) It refers to person(s) or thing(s) near the speaker.

e.g.
- **This** book is very interesting.
- **These** flowers are very beautiful.

3. Quantifiers

'Some', 'many', 'a lot of' and 'a few' are examples of quantifiers. Quantifiers can be used in affirmative sentences, questions, requests or commands with both countable and uncountable nouns.

e.g.
- There are **some** books on the desk.
- He's got only **a few** dollars.
- How **much** money have you got?
- There is a **large** quantity of fish in this river.
- He's got **more** friends than his sister.

Some quantifiers can go only with countable nouns (e.g. friends, people, cups), some can go only with uncountable nouns (e.g. sugar, tea, money, advice), while some can be used with both countable and uncountable nouns.

Examples of quantifiers are given below

Only with Uncountable Nouns	With both Countable and Uncountable Nouns	Only with Countable Nouns
a little	no, none, not any	a few
a bit of	some, all	a number of
—	any	several
a great deal of	a lot of, lots of	a great number of
a large amount of	plenty of	a large number of

Usage of quantifiers are as follows

I. Use of few/a few and little/a little

(a) Few, a few and the few.

Few emphasises the lack of something.

e.g. There are **few** sweets left in the jar.
(We should be careful not to eat them too quickly because they are almost finished.)

A few emphasises that something still remains.

e.g. We still have **a few** minutes left before the class gets over. Do you have any questions?
(We still have some time, so we should use it.)

(b) Little, a little and the little

Little emphasises the lack of something.

e.g. We have **little** money right now; we should go out for dinner another day.
(We should be careful and use the money wisely because we don't have much.)

A little emphasises that something still remains.

e.g. There's **a little** ice-cream left; who will eat it?
(There's not enough ice-cream left to put back in the freezer, so it should be eaten.)

II. Use of much and many

(a) We use much with singular uncountable nouns and many with plural nouns.

e.g.
- I haven't got **much** change; I've only got a hundred rupee note.
- Are there **many** campsites near your place?

(b) We usually use much and many with interrogative sentences and negative sentences.

e.g.
- Is there **much** unemployment in that area?
- How **many** eggs have not been used in this cake?
- Do you think **many** people will come?
- The rain was pouring down in torrents but there wasn't **much** wind.

III. Use of more, less and fewer (comparative determiners)

(a) We use more or less before singular uncountable nouns by adding than after it, or for an additional or lesser quantity of something.

e.g.
- I do **more** work than Suresh.
- Please give me some **more** salad.
- Satish does **less** work than me.
- I want **less** salad than Mahesh.

(b) We use fewer before plural countable nouns to refer to a group of things smaller than another.

e.g.
- **Fewer** students succeeded in passing than last year.
- We had **fewer** computers a year ago.

IV. Use of each and every (distributive determiners)

(a) We use each for two or more than two items and every for more than two items. Both of these are followed by singular countable nouns and singular verbs.

e.g.
- **Each** of the two boys has won a prize.
- **Every** student in the school is present today.

(b) We use each when the number in the group is limited or definite, but every is used when the number is indefinite or unknown.

e.g.
- **Each** student in my class was promoted.
- **Every** person in the world has a parent.

V. Use of most, several and all

(a) We usually use most with plural uncountable nouns.

e.g.
- **Most** of the people can be trusted.
- **Most** of the time I am not at home.

(b) We usually use several with plural nouns, but it refers to a number which is not very large. (i.e. less than most)

e.g.
- **Several** people were crushed in the stampede.
- **Several** people lost their lives in the Tsunami.

(c) All requires a plural verb when used with a countable noun, but requires a singular verb with an uncountable noun.

e.g.
- **All** are going to Delhi.
- **All** that glitters is not gold.

VI. Use of another and other

We use another only with singular countable nouns, whereas other can be used with singular countable, plural countable or uncountable nouns.

e.g.
- Bring me **another** knife, as this one is blunt.
- I would prefer the **other** house.
- The **other** students went back home.
- He is a better human being than most **others**.

VII. Use of either and neither

(a) We use either to refer to two things, people, situations etc. It may mean one or the other of two or each of the two.

e.g. I don't agree with **either** Ram or Shyam.

(b) We use neither with only singular countable nouns and a singular verb. Neither is the negative of either.

e.g. **Neither** of the two boys passed the exam.

4. Possessives (My, Your, His, Her, Its, Our, Their etc)

Possessive determiners or possessive adjectives tell us who owns something. We use a possessive determiner before a noun to show who owns the noun we are talking about. They come in front of any other adjectives.

e.g.
- This is **your** book.
- That is **our** beautiful house.

We use different possessive determiners depending on who owns the thing we are talking about.

Subject	Possessive Determiner	Used with Type of Noun
I	my	first person singular
We	our	first person plural
You	your	second person singular/plural
They	their	third person plural
He	his	third person singular masculine
She	her	third person singular feminine
It	its	third person singular neuter

My, her, his and its are used with singular nouns, while our and their are used with plural nouns. Your can be used with either singular or plural nouns, depending on the sense.

e.g.
- This is **my** book.
- The dog licked **its** paw.
- Which is **their** car?
- All three of you, have you done **your** homework?

PRACTICE QUESTIONS

I *Fill in the blanks with appropriate determiners.*

A. 1. There are .... books in the library.
2. Have you ever had .... high fever?
3. .... National Health Service was set up in Britain in 1946.
4. In .... countries, you have to pay for the medical treatment.
5. My brother is .... dentist.
6. Only .... houses were spared by the earthquake.
7. You must learn .... English everyday to improve your language.
8. There isn't .... bread in that tin.
9. Sometimes .... patience and advice help more than medicine.
10. Could you bring me .... books I left in the garden?

B. 1. She gave a cookie to .... child.
2. I've got to solve .... math problems before I go to sleep.
3. .... Cherries are delicious.
4. My mother doesn't drink .... coffee.
5. I always keep .... money in my wallet for emergencies.
6. They were bored because there was .... to do.
7. We invited .... friends over to our house for a party.
8. .... of the cakes had been baked the day before.
9. .... the children went to their respective classes.
10. I invited Ram and Sheila to the party, but .... of them came.

II *Fill in the blanks with suitable determiners.*

A. 1. I admit that I don't have .... knowledge of the subject. I'll have to spend .... time reading.
2. May I taste .... of the soup that you cooked this morning? How .... pepper did you put in?
3. When Sapna realised that she still had .... time left, she gave me .... assistance with .... work.
4. I took .... apple from .... refrigerator and ate it.
5. The man complained that .... boys were stealing .... of his mangoes.
6. Are there .... sandwiches for you? If there aren't, I'll make .... more for you.
7. There are .... people at the theatre. I don't think we can get .... tickets.
8. .... children in the Kindergarten are given .... cup of milk and .... biscuits during the break.
9. .... goats have wandered into the garden and damaged .... plants. The gardener couldn't catch .... of them.
10. "How .... tablets have you taken?" The doctor inquired. "I've taken .... of them, doctor. I don't have .... more."

B. 1. .... of the answers that .... girls gave were wrong. .... of them has passed the test.
2. "Won't you buy .... welfare lottery tickets, sir?" the boy asked. "I have .... here that you can choose from."
3. .... books are ....? They have been lying on .... desk for a long time but .... of the girls have claimed them.
4. He has got .... debts to settle, but he hasn't got .... money.
5. You can do .... better if you put in .... more effort.
6. They encountered .... difficulties because only .... of them were really experienced at mountaineering. The rest only had .... experience.
7. There was .... accident near .... central market this morning. .... car hit .... scooter and .... man on .... scooter was killed.
8. A cup of tea may seem .... ordinary thing to .... of us in India. But drinking tea is .... ritual which is taken very seriously in .... Japanese homes

9. .... people came to .... site where the revolutionary general was to be hanged. When I asked if he had .... desire, ... smile came on .... dry lips and he nodded his head.

10. It was .... grand occasion for .... children. .... of them had won prizes and .... parents felt proud. .... of them introduced their parents to their teachers.

III ***Fill in the blanks with appropriate determiners to complete the passage.***

A. Traditionally, Ilkal saris were made using natural indigo dyes then, in the 1970s, (1) .... (a/an/the) synthetic German indigo replaced (2) .... (this/that/these/those) vat dyeing process. Today, this has given way to naphtha based dyes. The famed and centuries old indigo dyeing is now on the verge of extinction. As the new generation steps into more profitable avenues, the skyline of Ilkal is fast changing too. "The (3) .... (more/most/much/alittle) profitable business in the area now is granite", states (4) .... (a/an/the/any) Weaver. With (5) .... (that/this/their/ those) stone being available in plenty (6) .... (their/here/there/somewhere) a number of granite selling agencies and chimneys of granite posses units are spreading all over.

As more and (7) .... (much/more/many/some) of town's younger citizens step into newer ventures like that of selling stones, the loom may become a mere memory. It will be a sad day for (8) .... (more/much/many/most) people.

B. Unfortunately, *(1)* .... (a lot/few) of the companies which we sent offers to showed interest in our products.

Last month was a good month for the company. We found *(2)* .... (many/ more/much) new customers and also added to our profit.

We have to speed up, there is very *(3)* .... (few/little) time to finish the project.

There were *(4)* .... (fewer/all) people than usual in the supermarket to buy our product.

It will take me *(5)* .... (a little/neither) time, but I'm sure that everyone will learn how to use the new software eventually.

I have *(6)* .... (many/little) money but more time than I did ten years ago.

Answers

I A. 1. many   2. a
3. The   4. many
5. a   6. a few
7. a little   8. any
9. a little   10. those

B. 1. each   2. some
3. These   4. much
5. some   6. little
7. a few   8. Most
9. All   10. neither

II A. 1. much, more   2. a little, much
3. a little, some, my   4. an, the
5. a few, some   6. any, some
7. many, any   8. The, a, some
9. Several, the, any   10. many, all, any

B. 1. Some, the, None
2. a few, several
3. Whose, these, the, none
4. many, much
5. much, a little
6. many, a few, a little
7. an, the, a, a, the, the
8. an, some, a , many
9. Many, the, any, a, his
10. a, many, some, their, Some

III A. 1. the   2. this
3. most   4. a
5. this   6. here
7. more   8. many

B. 1. few   2. many
3. little   4. fewer
5. a little   6. little

CHAPTER
08

Prepositions

A preposition is a word placed before a noun, pronoun or gerund. It denotes the relation of the person or thing with something else.

e.g. (i) The food is on the table.
*In this sentence, **on** shows the relation between the nouns **table** and **food**.*

(ii) I am fond of chocolates.
*In this sentence, **of** shows the relation between the words **fond** and **chocolates**.*

As given in the examples above, a word such as a noun, pronoun or gerund following a preposition is said to be the object of the preposition. It is always in the objective case.

A preposition is always followed by a noun and never by a verb. If we want a verb to follow a preposition, we must use the *-ing* form of that particular verb, which should be a gerund (verb in noun form).

e.g. I am very fond of riding. *(The base verb 'ride' here takes the 'ing' form.)*

Kinds of Prepositions

(i) **Simple Prepositions** They include **at, by, for, in, of, off, on, out, through, till, to, up, with** etc.

(ii) **Compound Prepositions** These are usually formed by prefixing a preposition (*a* or *be*) to a noun, adjective or adverb.

These include **about, above, across, along, amidst, among, amongst, around, before, behind, beneath, beside, between, beyond, inside, outside, underneath, within, without** etc.

(iii) **Phrasal/Group Prepositions** These are formed by joining two or more words.

These include phrases like **according to, in accordance with, in place of, agreeable to, in addition to, in reference to, along with, in (on) behalf of, in regard to, away from, in case of, in spite of, because of, in comparison to, instead of, by dint of, in compliance with, in the event of, by means of, in consequence of, on account of, by reason of, in course of, owing to, by virtue of, in favour of, with a view to, by way of, in front of, with an eye to, conformably to, in lieu of, with reference to, for the sake of, in order to, with regard to** etc.

(iv) **Participle Prepositions** When present participles are used without any noun or pronoun attached to them, these are called participle prepositions.

These include **barring, concerning, passing, considering, during, notwithstanding, pending, regarding, respecting, touching** etc.

⚠ **CAUTION** While working on formal writing, one must try to see that the sentences don't end with prepositions.

Classes of Preposition

To make a distinction, Simple Prepositions can also be divided into three classes

(i) **Prepositions of Time and Date** These include *at, on, in, by, to, till, until, during, for, since, from, within, before, after, afterwards, then* etc.

(ii) **Prepositions of Place** These include *at, in, on, to, behind* etc.

(iii) **Prepositions of Travel and Movement** These include *from, to, by, on, in, into, at, out, out of, off* etc.

Position of a Preposition

Prepositions normally precede nouns or pronouns. However, in certain cases it is possible to move the preposition to the end of the sentence.

(i) When object of the preposition is an interrogative pronoun like *what, who, whom, which, where* etc, the preposition can take the end or the beginning of a sentence.

e.g. (a) What are you thinking **of**?
(b) **To** whom were you talking?

(ii) When the object of the preposition is the relative pronoun 'that', the preposition takes the end position.

e.g. This is the dish that she is fond **of**.

TIP Preposition comes in the end in case of a relative clause.

(iii) When the object of the preposition is infinitive (to + verb), the preposition is placed after the infinitive.

e.g. It is a beautiful house to live **in**.

(iv) In some sentences, where the relative pronoun is hidden, the preposition takes the end position.

e.g. This is the girl (that) I told you **of**.

TIP 'about' can also replace 'of' here.

(v) In some sentences, preposition is attached with the verb.

e.g. I hate being laughed **at**.

Common Usage

At/In

(i) At shows stationary position or existing state.

e.g. She is **at** home.
Also, **at** noon, **at** the age of ninety

(ii) In shows movement.

e.g. The train is **in** motion.

Also, it is used to express a period of time.

e.g. **in** February, **in** the morning, **in** the year 1992, **in** summer etc

(iii) At is also used for a small place and for a precise point of time.

e.g. (a) He lives **at** Surajkund **in** Haryana.
(b) The train will arrive **at** six **in** the morning.

In the above sentences, we can see that in is used for a big place, town, city etc and for a period of time.

To/Into

(i) To is used in the following cases

(a) **To specify direction** Turn to the left.
(b) **Destination** I am going to Jaipur.
(c) **Until** From Monday to Friday, five minutes to ten.
(d) **Comparison** They prefer cricket to hockey.
(e) **With indirect object** Please give it to me.
(f) **As part of the infinitive** I want to help you.
(g) **In order to** We went to the store (in order) to buy soap.

(ii) Into is used in the following cases

(a) **To the inside** We stepped into the room.
(b) **Change in condition** The boy changed into a man.
(c) **To denote movement** He jumped into the well.

KNOW MORE 'In' denotes position or rest while 'into' denotes inward motion.

Beside/Besides

(i) **Beside** at the side of

e.g. (a) He was sitting **beside** Sarla.
(b) We camped **beside** a lake.

(ii) **Besides** in addition to/as well as

e.g. (a) He has a car **besides** a motorcycle.
(b) **Besides** doing the cooking, I help him.

Between/Among

(i) Between is used for two things or persons, but it can also be used for more than two when we have a definite number in mind and there is a close relationship/association within them.

e.g. (a) He distributed his property **between** his two sons.
(b) A treaty was signed **between** the three parties.

(ii) Among is usually used for more than two persons or things when we have no definite number in mind.

e.g. (a) He was happy to be **among** his friends again.
(b) He distributed his property **among** the poor.

KNOW MORE 'Between' and 'among' are not just prepositions of place. We can use either to talk about something divided or shared between two or more people.

With/By

With is used for instruments and **by** is used for agents.

e.g. The snake was killed **by** him **with** a stick.

TIP 'By' is used before the doer of the action.

Under/Underneath

Under is used for living beings.

Underneath is used for non-living things only.

e.g. (a) Hide this **underneath** the table.
(b) I work **under** Mr Singh.
(c) He is hiding **under** the table.

On/Upon

On is used when two things are touching each other. **Upon** is used when one thing is located directly above the other thing.

e.g. (a) We sat **on** the chair.
(b) The cat jumped **upon** the chair.

Of/Off

These are used in the following situations, referring to

(i) **Location** East of here, the middle of the road
(ii) **Possession** a friend of mine, the sound of music
(iii) **Part of group** one of us, a member of the team
(iv) **Measurement** a cup of milk, two metres of snow
(v) **Not on, away or from or removal** Please keep off the grass.
(vi) **At some distance from** There are islands off the coast.

During/For

(i) **During** is used with known periods of time i.e. periods known by name, such as Christmas, Diwali; or periods which have already been defined.

e.g. **during** the middle ages, **during** the winter etc

(ii) **For** may be used to denote purpose and may also be used before known periods.

e.g. I went there **for** the summer.
They went to the club **for** partying.

BE CAREFUL! During has two meanings, 'throughout the duration' and 'in course of'.

Since/From

(i) **Since** is used to denote a point in time and never for a period of time.

e.g. It has been raining **since** 6 o'clock.

Since can also be used as an adverb.

e.g. He left school in 1983. I haven't seen him **since**.

CAUTION We use 'from' when we measure time (seconds, minutes, hours, days, months, years). We use 'since' with a specific date or time.

(ii) **From** is normally used with **to** or **till/until**.

e.g. Most people work **from** eight to six.

From can also be used to denote place.

e.g. He is **from** Mumbai.

Before/After/Afterwards

(i) **Before** is used in reference to two events.

e.g. The train had left **before** he reached the station.

(ii) **After** is a preposition while **afterwards** is an adverb. **Afterwards** can be used at either end of a clause and can be modified by soon, immediately, not long etc. **After** is followed by a noun, pronoun or gerund.

e.g. (a) **After** visiting them, we came back.
(b) We visited them and **afterwards** they came back.
(c) Soon **afterwards**, I got a call from him.

On/Out/Out of

(i) **On** is used for a place of work and also for a mode of travel.

e.g. **on** an estate, **on** the railway, **on** a bicycle

On is also used with days and dates.

e.g. **on** 25th February, **on** Thursday

(ii) **Out** is used mostly with get, like get out of a vehicle, get out of the house etc.

Till/Until

(i) **Till** means up to. It can be used with 'from' or without it.

e.g. (a) We work from 10 AM **to/till** 6:30 PM.
(b) We work **till** 6:30 PM.

(ii) **Until** means upto a time or before. We use until when the activity continues throughout the period up to the time limit.

e.g. There were visa applicants in our waiting room **until** 7 PM.

PRACTICE QUESTIONS

I Fill in the blanks with appropriate prepositions.

A. 1. He finished the work .... four hours.
2. I took him .... a thief.
3. Mahesh is now rid .... all his troubles.
4. He sat .... me.
5. He agreed .... my plan.
6. The cat ran .... the mouse.
7. They were walking .... the road.
8. An epidemic broke .... in the town last year.
9. He assured to stand..... me in all circumstances.
10. He cut the tree .... an axe.

B. 1. Such rude behaviour was not expected .... you.
2. He has a car .... a scooter.
3. Please don't interrupt me ...... I am speaking.
4. There were many interruptions .... the Chairman's speech.
5. Don't pay the bill today, wait ...... next Monday. You can get some relief.
6. She jumped .... the well.
7. He is .... the top.
8. I haven't seen her .... January.
9. Try to reach the village .... the sunset.
10. His car ran .... a dog.

II Fill in the blanks with suitable preposition.

A. 1. He ran .... the room and sat .... his father.
2. Its too late to go shopping. The shops are only open ....9 : 30 p.m. They'll be closed .... now.
3. We travelled overnight to London and arrived .... 5 O' clock early .... the morning.
4. The course begins .... 27th June and ends sometime .... August.
5. He might not be at home .... Tuesday morning but he'll probably be there .... the afternoon.
6. They had to put .... the meeting when the director didn't turn ....
7. He came .... a very old letter written by his grandmother to his grandfather while he was looking .... an old photo for his research paper.
8. Do you get .... well .... your sister ?
9. The monitor takes care .... the class .... the absence of the teacher.
10. We started .... 8 o' clock .... the night.

B. 1. I will call .... your office sometime .... the evening.
2. The most popular therapy .... getting rid .... hiccups is to have someone to scare you when you least expect it.
3. I live .... Warren road .... Mylapore.
4. Rest a while .... lunch and walk a mile .... dinner.
5. We arrived .... the airport .... time .... the plane.
6. .... first I found the work very tiring but .... a few weeks I got used to it.
7. You ought to be ashamed .... yourself .... coming in with dirty boots.
8. There was a picture .... the wall .... the bed.
9. Halloween is celebrated .... the United States .... October 31.
10. It's a quick journey .... Agra .... Mathura.

III Complete the following passages by using appropriate prepositions.

A. 1. .... (in/on) pursuance .... (of/in) your letter, we are writing today .... (to, for) the chairman and posting it .... (to/for) him along .... (with / by) your letter.
2. .... (At/on) the eleventh hour, Ramu withdrew .... (of/from) the contest, leaving the field open .... (to/for) his opponent .... (in /on) that day.
3. If you want to go .... (by / on) bus, you have to go .... (to / for) the bus stop. You look .... (at / for) the time table.

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Then you wait .... (about / for) your bus. When the bus arrives, you get .... (on/in) the bus. You buy a ticket .... (of / from) the conductor or show your pass .... (to /at him). When you arrive .... (at / on) your destination, you get .... (out / off) the bus.

4. Belgium and Denmark are only an hour or so apart .... (by / with) airplane, for example Dares look a lot like Belgians and if you were dropped .... (on / at) a sheet corner .... (in/at) Copenhagen. You wouldn't find it all that different .... (of / from) a street corner .... (in / at) Brussels.
5. .... (in/of) the mid-1990s, an experimental school called the Achiever's Academy opened .... (in / on) the fourth floor of St Teresa High School .... (in / at) Ambala city. St Teresa is .... (in / of) the Laxmi Nagar area, one of the poorest neighbourhoods .... (in / of) Ambala city. It is a squat gray 1960s era building ...... (over / across) the street from a bleak-looking group of high-rises.
6. Suddenly, he came .... (to/upon) a little three-legged table, all made .... (for/of) solid glass. There was nothing .... (on/over) it except a tiny golden key and Alice's first thought was that it might belong .... (to/of) one of the doors of the hall. But, alas! Either the locks were too large, or the key was too small, but .... (at/on) any rate, it would not open any .... (of/out) them. However, ... (on/at) the second round, she came ....(on/upon) a low curtain she had not noticed before and .... (above/behind) it was a little door about fifteen inches high. She tried the little golden key in the lock and .... (to/for) her great delight, it opened.

IV ***The following passages have not been edited. There is an error in each line. Write the error and the correction in the space provided.***

		Incorrect	Correct
A.	1. Life throws many options under us, but	....	....
	2. the quality beyond our lives depends	....	....
	3. largely barring how we make choices.	....	....
	4. We keep struggling beneath numerous	....	....
	5. options. If a person chooses one option across	....	....
	6. the others, he experiences loss without the other possibilities. We experience infinite conflicts	....	....
	7. all till our lifetime	....	....
B.	1. Megasthenes came to India into 3042 BC	....	....
	2. as an ambassador for Seleucus, the	....	....
	3. representative in India from the Greek Prince, Alexander	....	....
	4. He took up the office on the court of King Chandragupta. He has	....	....
	5. described at detail the land, the people	....	....
	6. the climate, the fertility for the soil, etc.	....	....
	7. On his book Indica, he has praised	....	....
	8. the Indians and has shown respect of their wisdom.	....	....

Answers

I A. 1. in 2. for 3. of
4. beside 5. to 6. after
7. along 8. out 9. by
10. with

B. 1. from 2. besides 3. while
4. during 5. until 6. into
7. at 8. since 9. before
10. over

II A. 1. into, beside 2. until, by 3. at, in
4. on, in 5. on, in 6. off, up
7. across, for 8. on, with 9. of, in
10. At, in

B. 1. at, in 2. for, of 3. at, in
4. after, after 5. at, in, for 6. At, after
7. of, for 8. on, above 9. in, on
10. from, to

III A. 1. In, of, to, to, with
2. At, from, to, on
3. by, to, at, for, on, from, to, at, off
4. by, at, in, from, in
5. In, on, in, in, in, across
6. upon, of, on, to, at, of, on, upon, behind, to

IV A.

Incorrect	Correct
1. under	at
2. beyond	of
3. barring	on
4. beneath	between
5. across	over
6. without	of
7. till	through

B.

Incorrect	Correct
1. into	in
2. for	of
3. from	of
4. on	in
5. at	in
6. for	of
7. On	In
8. of	for

Integrated Grammar Exercises

CATEGORY I Gap Filling

Directions (Q. Nos. 1 to 15) *Fill in the following blanks given below choosing the most appropriate options from the ones that follow.*

1 The most massive planet in the Solar System probably (*i*) .... on its history. At 318 times the mass of Earth, you can imagine that any passing asteroid or comet going near Jupiter has a big chance (*ii*) .... or diverted. Maybe Jupiter was partly to blame for the great bombardment of small bodies that peppered our young Solar System early in its history, causing scars you (*iii*) .... on the Moon today.

(i) (a) have a huge influence (b) having a huge influence
(c) has a huge influenced (d) had a huge influence
(ii) (a) of being caught (b) of be catch (c) of being catch (d) of be caught
(iii) (a) could still see (b) can still see (c) can still saw (d) could still be seen

2 India (*i*) .... civilizations in the world with a kaleidoscopic variety and rich cultural heritage. It has achieved all-round socio-economic progress since Independence. As the 7th largest country in the world, India (*ii*) .... from the rest of Asia, marked off as it is by mountains and the sea, which give the country a distinct geographical entity. (*iii*) .... in the north, it stretches southwards and at the Tropic of Cancer, tapers off into the Indian Ocean between the Bay of Bengal on the east and the Arabian Sea on the west.

(i) (a) was one of the oldest (b) is one of the oldest
(c) has one of the oldest (d) were one of the oldest
(ii) (a) stands apart (b) stood apart (c) stand apart (d) standing apart
(iii) (a) Bounds by the Great Himalayas (b) Bound by the Great Himalayas
(c) Bounded by the Great Himalayas (d) Bounding by Great Himalayas

3 The princely state of Jammu and Kashmir (*i*) .... with Pakistan, which began a little more than two months after independence. Prior to partition, princes (*ii*) .... of joining the new dominion of India within which their territory lay, and, thanks to the vigorous lobbying of Mountbatten and Patel, most of the princes agreed to do so, accepting handsome pensions as rewards for (*iii*) ....

(i) (a) triggers the first undeclared war (b) triggering the first undeclared war
(c) triggered the first undeclared war (d) trigger the first undeclared war
(ii) (a) was given the option (b) are given the option
(c) given the option (d) were given the option
(iii) (a) relinquishing sovereignty (b) relinquished sovereignty
(c) relinquishes sovereignty (d) relinquish sovereignty

4 Indian festivals are inextricably intertwined with spirituality. Birthdays (*i*) .... victories over the lower self. Festivals mark the time and season of an individual's spiritual progress and the ascendance (*ii*) .... The higher self allows one to understand that all festivals benefit humanity. Each festival symbolises some spiritual aspect and (*iii*) .... on the evolution to a higher self.

(i) (a) were celebrated as (b) are celebrated as
(c) is celebrated as (d) are being celebrated as
(ii) (a) to a higher self (b) for a higher self (c) in a higher self (d) at a higher self
(iii) (a) marking a step (b) marked a step (c) mark a step (d) marks a step

5 The Pushkar Fair *(i)* .... and camel fair held at Pushkar in Rajasthan during the full moon of the month of Kartik (October and November). Tens of thousands of men in bright coloured turbans and their *(ii)* .... ten days festival to sell livestock, ride an oxen-driven ferris wheels, stroll down Snake Charmer's Row, bath in the holy Pushkar Lake, hang out with holy men, meet old friends, watch athletic contests, and *(iii)* .... and milk pots.

(i) (a) is a huge cattle market
(b) was a huge cattle market
(c) is being a huge cattle market
(d) is been a huge cattle market

(ii) (a) families had come to this
(b) families coming to this
(c) families come to this
(d) families came to this

(iii) (a) shopping for camel bells
(b) shop for camel bells
(c) shopped for camel bells
(d) shop to camel bells

6 Mount Kailash—the Stairway to Heaven— *(i)* .... mountain range is the whole of Himalayas. As a matter of fact, Mount Kailash is 22,000 ft from the Tibetan Plateau, which *(ii)* .... to be inaccessible. For Hindus and Buddhists, Mount Kailash is the physical embodiment of Mount Meru. It is one of the world's most sacred and mysterious mountain peak. Every year, thousands of pilgrims enter Tibet for pilgrimage to the holy Mount Kailash. A few *(iii)* .... and a very few manage to finish circumambulating the hallowed peak.

(i) (a) was the most intriguing
(b) were the most intriguing
(c) is the most intriguing
(d) is the more intriguing

(ii) (a) was largely considered
(b) is at largely considered
(c) is large considered
(d) is largely considered

(iii) (a) make it to the region
(b) made it to the region
(c) make it in the region
(d) makes into the region

7 We enjoy protection from Earth's magnetic field, *(i)* .... and its iron-nickel core. This teardrop-shaped field shields Earth from high-energy particles *(ii)* .... from the Sun and elsewhere in the cosmos. But due to the field's structure, some particles get funneled to Earth's Poles and *(iii)* .... , yielding Auroras, the natural fireworks show known by some as the northern lights.

(i) (a) generates by our planet's rotation
(b) generated by our planet's rotation
(c) generating by our planet's rotation
(d) generated by the planet's rotations

(ii) (a) launched at us (b) launched to us (c) launching at us (d) launches at us

(iii) (a) collide into the atmosphere
(b) collided with the atmosphere
(c) collide with our atmosphere
(d) collides with our atmosphere

8 The Amazon rainforest is the world's largest tropical rainforest and does the critical task *(i)* .... with 20% of its oxygen supply. Its dense vegetation acts like a giant air purifier, constantly *(ii)* .... and giving out oxygen. The rainforest is so big that it comprises more than half of the world's remaining rainforests even though it covers only 6% of the earth's surface. The Amazon rainforest *(iii)* .... and spreads over an astounding 5.5 million square kilometers.

(i) (a) in provided Earth
(b) to providing Earth
(c) of providing Earth
(d) as provides Earth

(ii) (a) taking in carbon dioxide
(b) take in carbon dioxide
(c) taking out carbon dioxide
(d) taking inside carbon dioxide

(iii) (a) is locating in South America
(b) is located in South America
(c) is locate in South America
(d) is locates in South America

9 Brahmins (*i*) .... caste group and are the top of the varna system above Kshatriyas, Vaisyas and Sudras. Brahmins have traditionally been priests, either in temples or to particular families and (*ii*) .... better educated, held high positions and had land and money. Many have worked as teachers, scribes, landowners and government clerks. Today, they are employed in a number of professions. Many (*iii*) .... only a part time basis.

(i) (a) were the highest ranking (b) are the higher ranking
(c) are the highest ranking (d) were the higher ranking
(ii) (a) have traditionally been (b) has traditionally been
(c) have traditionally being (d) have traditionally be
(iii) (a) fulfilled their priestly duties (b) fulfils their priestly duties
(c) fulfilling their priestly duties (d) fulfil their priestly duties

10 A total of 152 million children – 64 million girls and 88 million boys – (*i*) .... in child labour globally, accounting for almost one in ten of all children worldwide. Despite rates of child labour declining over the last few years, children (*ii*) .... in some severe forms of child labour such as bonded labour, child soldiers, and trafficking. Across India child labourers (*iii*) .... in a variety of industries: in brick kilns, carpet weaving, garment making, domestic service, food and refreshment services (such as tea stalls), agriculture, fisheries and mining.

(i) (a) are estimated to been (b) are estimates to be
(c) are estimated to being (d) are estimated to be
(ii) (a) are still being used (b) are still been used
(c) were still being used (d) are still be used
(iii) (a) can being found (b) could be found
(c) can be found (d) can be find

11 (*i*) .... appeared during the Triassic Period (approximately 250 to 200 million ago). Dinosaurs evolved into a very diverse group of animals with a vast array of physical features, including modern birds. Contrary to what many people think, not all dinosaurs (*ii*) .... geological period. Stegosaurus, for example, lived during the Late Jurassic Period, about 150 million years ago. Tyrannosaurus rex lived during the Late Cretaceous Period, about 72 million years ago. Stegosaurus (*iii*) .... 66 million years before Tyrannosaurus walked on Earth.

(i) (a) A earliest known dinosaurs (b) An earliest known dinosaurs
(c) The earliest known dinosaurs (d) The earliest knew dinosaurs
(ii) (a) lives in the same (b) lived during the same (c) live during the same (d) lived during a same
(iii) (a) was extinct for (b) is extinct for (c) was extincted for (d) was extinct from

12 Earthquakes happen when two large pieces of the Earth's crust suddenly slip. This causes shock waves (*i*) .... of the Earth in the form of an earthquake. Earthquakes usually occur (*ii*) .... large sections of the Earth's crust called tectonic plates. These plates slowly move over a long period of time. Sometimes the edges, which are called fault lines, can get stuck, but the plates keep moving. Pressure slowly starts to build up where the edges are stuck and, once the pressure gets strong enough, the plates will suddenly move (*iii*) ....

(i) (a) to shake the surface (b) to shaking the surface
(c) to shook the surface (d) to shaken the surface
(ii) (a) in the edges of (b) on the edges of (c) on the edge in (d) by the edges to
(iii) (a) cause an earthquake (b) caused an earthquake
(c) causing an earthquake (d) causes an earthquake

13 Global warming occurs when carbon dioxide and other air pollutants and greenhouse gases (*i*) .... and absorb sunlight and solar radiation that have (*ii*) .... surface. Normally, this radiation would escape into space—but these pollutants, which can last for years to centuries in the atmosphere, trap the heat and cause the planet (*iii*) .... That's what's known as the greenhouse effect.

(i) (a) collected in the atmosphere (b) collects in the atmosphere
(c) collect into the atmosphere (d) collect in the atmosphere
(ii) (a) bounced off the earth's (b) bouncing off the earth's
(c) bounced of the earth's (d) bounce off the earth's
(iii) (a) to get hottest (b) in getting hotter (c) to get hotter (d) to get hot

14 Emperor Qin Shi Huang is often referred as the initiator of the Great Wall. Actually, it was (*i*) .... the linking of the separate sections built by previous states. It (*ii*) .... to know that the decision for this huge project was made due to a rumor! After unifying central China and establishing the Qin Dynasty in 221BC, Emperor Qin Shi Huang (*iii*) .... his power and rule the country forever.

(i) (a) him who first commanded (b) he who first commanded
(c) him whom first commanded (d) he whose first commanded
(ii) (a) was surprising (b) is surprised (c) is surprising (d) was surprised
(iii) (a) wanting to consolidate (b) wanted to consolidated
(c) wanted to consolidating (d) wanted to consolidate

15 Located 80 km north of Udaipur forest, Kumbhalgarh Fort (*i*) .... fort in Rajasthan after Chittorgarh Fort. The fort wall spans a length of 36 kilometers and is therefore known as "The Great Wall of India". Kumbhalgarh Fort (*ii*) .... Aravalli range is the birthplace of Maharana Pratap, the famous king of Mewar. This is the reason that Rajputs (*iii*) .... in the hearts of this fort. In 2013, the fort was declared a UNESCO World Heritage Site at the 37th session of the World Heritage Committee.

(i) (a) was the second largest (b) is the second larger
(c) is a second largest (d) is the second largest
(ii) (a) spreads in the (b) spread in the (c) spreading in the (d) spread on the
(iii) (a) have a special place (b) has a special place
(c) had a special place (d) having a special place

CATEGORY II Editing

A. Directions (Q. Nos. 1 to 25) *Fill in the blanks by choosing the correct options.*

1. Yesterday I .... a phone call that my father was unwell.
(a) received (b) receiving (c) was received (d) am receiving

2. When the new moon rises in June, thousands of prehistoric creatures ....
(a) emerging (b) will emerge (c) emerged (d) emerging

3. The caves of Ajanta and Ellora .... the magnificent works of sculpture.
(a) were (b) is (c) are (d) was

4. Though the country .... instituted free medical service for the poor, it is inadequate.
(a) have (b) has (c) had (d) is

5. Remember everyday is a new chance .... get everything right.
(a) in (b) for (c) by (d) to

6. Germany .... a nation formed in one country of numerous states which had a common language and code.
(a) had been (b) has been (c) have been (d) had be

7. The recently concluded Olympic Games experienced some unhealthy practices to by .... athletes.
(a) a few (b) fewer (c) few (d) a little

8. Though the programme .... originally scheduled for seven days, it was later curtailed to four days.
(a) is (b) were (c) am (d) was

9. Many citizens of that country have risked death to escape .... conditions there have grown very severe.
(a) although (b) because (c) yet (d) though

10. Bad movies .... have adversely affected the life-style of the youth should be banned.
(a) who (b) which (c) what (d) why

11. Candidates .... stopped using malpractices in the examination because they know these can be detected
(a) have (b) has (c) having (d) have to

12. Buying a home is one of the .... important financial decisions we need to take.
(a) more (b) most (c) few (d) little

13. If public sector units fail to attain profit, they should get rid .... healthy measures.
(a) from (b) in (c) of (d) to

14. His diligence .... work is the result of his sincerity.
(a) at (b) in (c) of (d) on

15. The bag was so heavy that he could .... carry it.
(a) harder (b) hard (c) hardly (d) hardest

16. Litchi .... cause any harm in well-nourished children.
(a) do not (b) does not (c) does (d) had

17. It .... that laughter is an excellent way of reaching wider audiences and engaging people who are less interested in the topic.
(a) is believing (b) was believed (c) is believes (d) is believed

18. A surprise pick by PM, the new finance minister .... a relatively unknown entity to the financial world.
(a) remained (b) remains (c) remaining (d) were remaining

19. The student .... confident of passing, yet previous experiences with this teacher left him uncertain.
(a) is fair (b) is fairly (c) was fair (d) was fairly

20. With the explosive growth in vehicles on the road, safety needs .... first.
(a) to coming (b) came (c) to come (d) coming

21. To avoid pitfalls, there is a need .... systematic planning of the project.
(a) for (b) of (c) in (d) by

22. She .... all day, and by the time she got home, she was extremely hungry.
(a) hasn't eaten (b) hadn't eaten (c) had eaten (d) has eaten

23. He never .... in others affairs.
(a) interferes (b) is interfering (c) had interfered (d) interfere

24. If I had known the news I .... you.
(a) will have informed (b) informed (c) shall have informed (d) would have informed

25. Mary .... in Germany for years.
(a) has been (b) is been (c) is (d) was been

B. Directions (Q. Nos. 1 to 5) *The following passages have not been edited. There is one error in each line. Identify the wrong word and write it with the correction in the spaces given. The first one has been done for you in some questions as examples.*

	Incorrect	Correct
1 One morning I finished one business at the bank e.g.	one	some
(a) and was returning in pick up my motorbike which I had left	....	....
(b) in the parking lot outside. Suddenly he realised that I had	....	....
(c) lost the bike key. Upset, I searched about it in the bank. A bank	....	....
(d) employee tried to help me find it and in vain.	....	....

CBSE 2013

	Incorrect	Correct
2 Neil Armstrong was the commander for Apollo 11.		
(a) He was the first to walk over	....	....
(b) the moon. What many people do not knew	....	....
(c) is that, unlike most of their fellow	....	....
(d) astronauts, he was the civilian and not part of the military	....	....

CBSE 2017

	Incorrect	Correct
3 The Gir National Park, also known by Gir Wildlife		
(a) Sanctuary, is situated in the state of Gujarat. It was	....	....
(b) one among the major wildlife sanctuaries to North India.	....	....
(c) It was establishment on 18th September, 1965	....	....
(d) as a forest reserve primary to conserve the Asiatic Lion.	....	....

CBSE 2016

	Incorrect	Correct
4 According to tradition Gautama Buddha sit	....	....
(a) in meditation in the Bodhi tree at	....	....
(b) Bodh Gaya. Unfortunately an original tree	....	....
(c) has disappeared and is replace	....	....
(d) through a successor – the Peepal tree.		

CBSE 2017

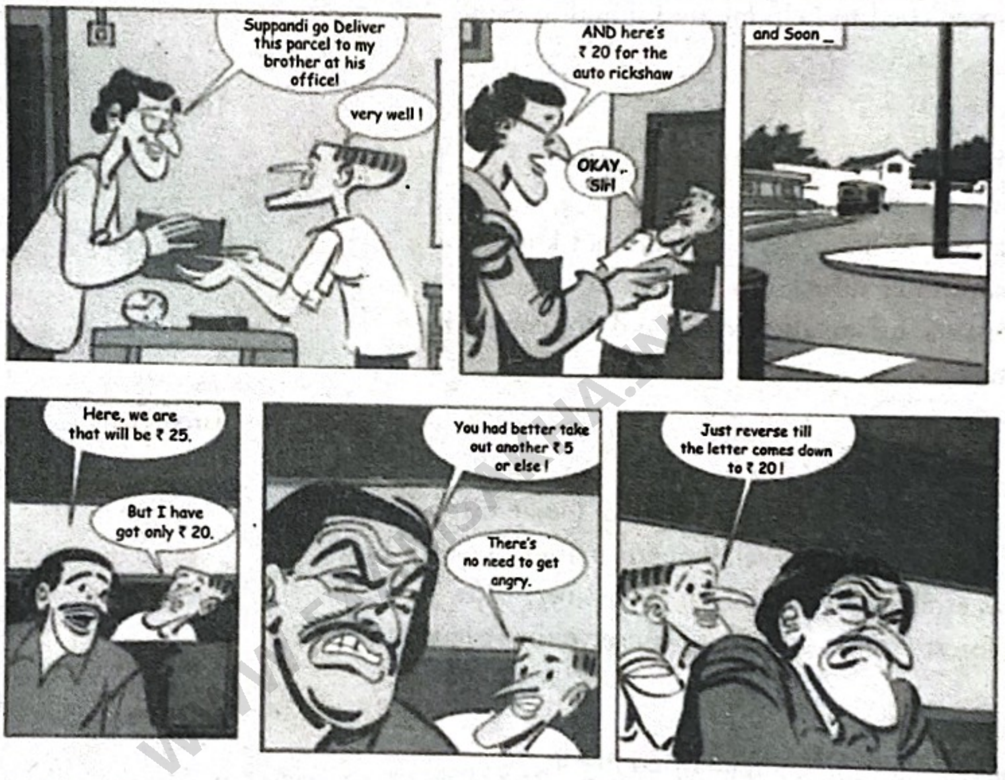
	Incorrect	Correct
5 Walt Disney was our hero. He	....	....
(a) left me a legacy that can	....	....
(b) be enjoy time and again. He	....	....
(c) knew who to entertain us so well.	....	....
(d) He developed a process in creating animated films.		

CBSE 2017

CATEGORY III Dialogue Writing

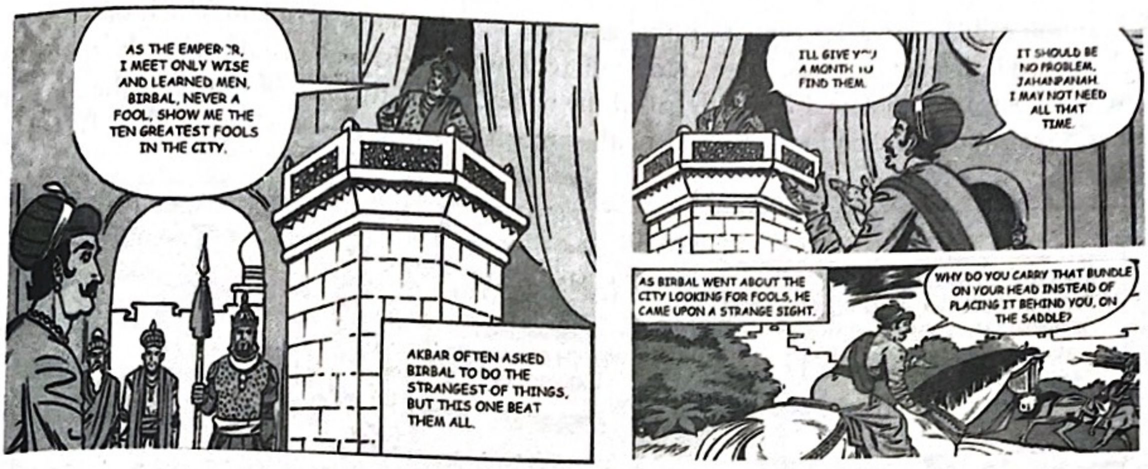
Directions (Q. Nos. 1 to 15) *Choose the correct options to fill in the blanks to complete the narrations.*

1. One day Suppandi's boss ***(i)*** .... and deliver that parcel to his brother at his office. Suppandi replied in affirmation. Then his boss gave him ₹ 20 for auto rickshaw. When he reached that place the driver ***(ii)*** .... there they were, that would be ₹ 25. On this, Suppandi said that he had got only ₹ 20. The auto rickshaw driver angrily ordered Suppandi that he had better took out another ₹ 5 or else. Suppandi asked the driver not to get angry. He then asked the driver to just reverse till ***(iii)*** ....


Suppandi go Deliver this parcel to my brother at his office!
very well !
AND here's ₹ 20 for the auto rickshaw
OKAY, Sir!
and Soon _
Here, we are that will be ₹ 25.
But I have got only ₹ 20.
You had better take out another ₹ 5 or else !
There's no need to get angry.
Just reverse till the letter comes down to ₹ 20 !

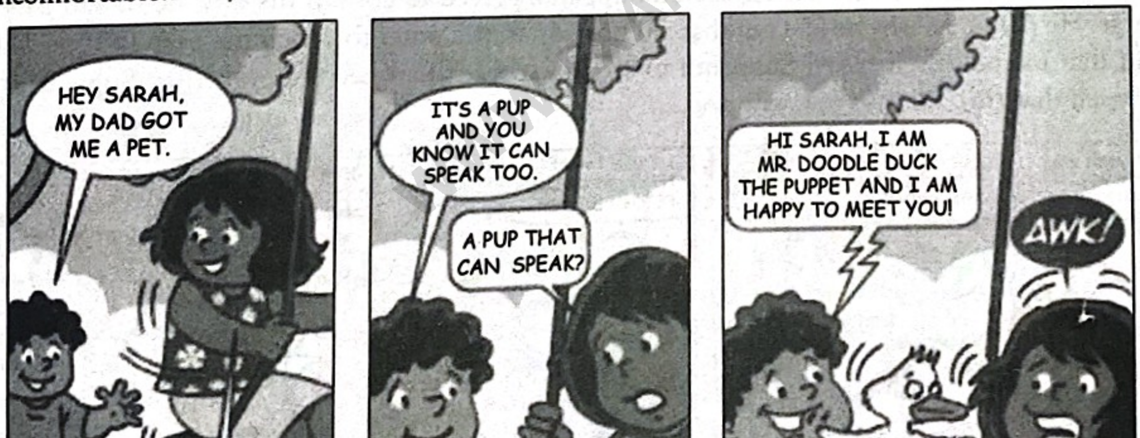
(i) (a) asked Suppandi to come (b) asked Suppandi to went
(c) ordered Suppandi to go (d) told Suppandi to go
(ii) (a) informed him that (b) asked him that
(c) refused him that (d) says to him that
(iii) (a) the meter comes down to ₹ 20.
(b) the meter coming down to ₹ 20.
(c) the meter come down to ₹ 20.
(d) the meter came down to ₹ 20 .

2. One day Emperor Akbar told Birbal that as the Emperor, he met only wise and learned men, never a fool. ***(i)*** .... to show him the greatest fools in the city. He said to Birbal that he would give him a month to find them. To this, ***(ii)*** .... it should be no problem, Jahanpanah, he might not need all that time. As Birbal went about the city looking for fools, he came upon a strange sight. He asked the man ***(iii)*** .... on his head instead of placing it behind him, on the saddle.


AS THE EMPEROR, I MEET ONLY WISE AND LEARNED MEN. BIRBAL, NEVER A FOOL, SHOW ME THE TEN GREATEST FOOLS IN THE CITY.
AKBAR OFTEN ASKED BIRBAL TO DO THE STRANGEST OF THINGS, BUT THIS ONE BEAT THEM ALL.
I'LL GIVE YOU A MONTH TO FIND THEM.
IT SHOULD BE NO PROBLEM, JAHANPANAH. I MAY NOT NEED ALL THAT TIME.
AS BIRBAL WENT ABOUT THE CITY LOOKING FOR FOOLS, HE CAME UPON A STRANGE SIGHT.
WHY DO YOU CARRY THAT BUNDLE ON YOUR HEAD INSTEAD OF PLACING IT BEHIND YOU, ON THE SADDLE?

(i) (a) He told Birbal (b) He informed Birbal
(c) He ordered Birbal (d) He said to Birbal
(ii) (a) Birbal exclaimed that (b) Birbal said that
(c) Birbal refused that (d) Birbal asked that
(iii) (a) why was he carrying that bundle (b) why is he carrying that bundle
(c) why he was carrying that bundle (d) why he is carrying that bundle

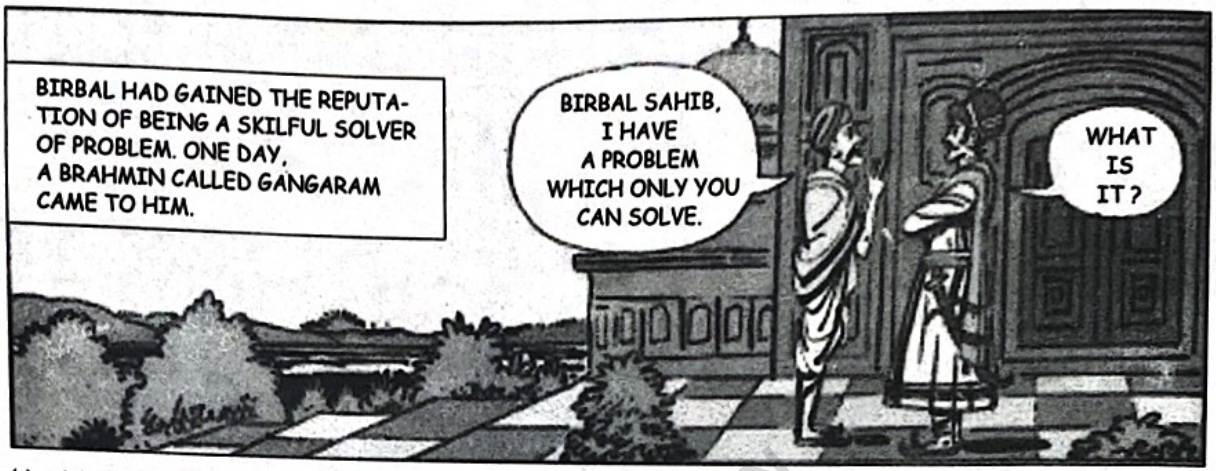
3. Karan went to Sarah and said that *(i)* .... had got him a pet to which Sarah excitedly asked what that was. Karan *(ii)* .... it was a pup that could speak too. Sarah got chuckled hearing a pup that could speak. So, Karan *(iii)* .... Hi, Sarah, I am Mr. Doodle Duck, the puppet and I am happy to meet you. Sarah got uncomfortable.


HEY SARAH, MY DAD GOT ME A PET.
WOW-WHAT IS IT ?
IT'S A PUP AND YOU KNOW IT CAN SPEAK TOO.
A PUP THAT CAN SPEAK?
HI SARAH, I AM MR. DOODLE DUCK THE PUPPET AND I AM HAPPY TO MEET YOU!
AWK!

(i) (a) said that his dad (b) says that his dad
(c) asked that his dad (d) informed that his dad
(ii) (a) tells her that (b) told her that (c) shouted her that (d) replied her that
(iii) (a) make his pet speak that (b) makes his pet speak that
(c) made his pet speak that (d) his pet speak that

AMSAKIA.IN

4. A Brahmin called Gangaram came to Birbal and *(i)* .... he had a problem which only he could solve. Birbal asked him what that was. Then Gangaram told him that he was a Brahmin by birth, his forefathers were great Sanskrit scholars. Everybody called them Pandits. To this Birbal *(ii)* .... he remembered his father. Gangaram then said that he had neither much learning nor wealth. To this, Birbal asked him *(iii)* ....

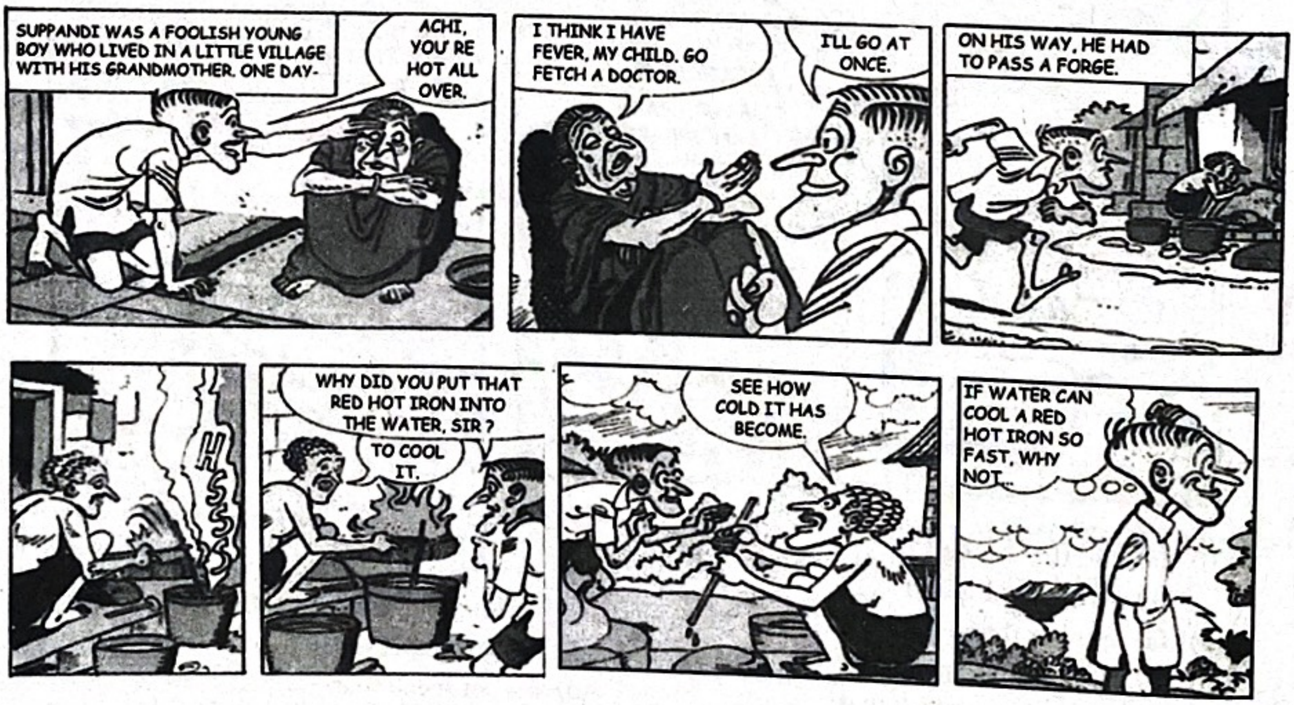

BIRBAL HAD GAINED THE REPUTATION OF BEING A SKILFUL SOLVER OF PROBLEM. ONE DAY, A BRAHMIN CALLED GANGARAM CAME TO HIM.
BIRBAL SAHIB, I HAVE A PROBLEM WHICH ONLY YOU CAN SOLVE.
WHAT IS IT?

(i) (a) told him that (b) ordered him that (c) requested him that (d) commanded him that

(ii) (a) replied in negation (b) refused that
(c) replied in affirmation (d) says that

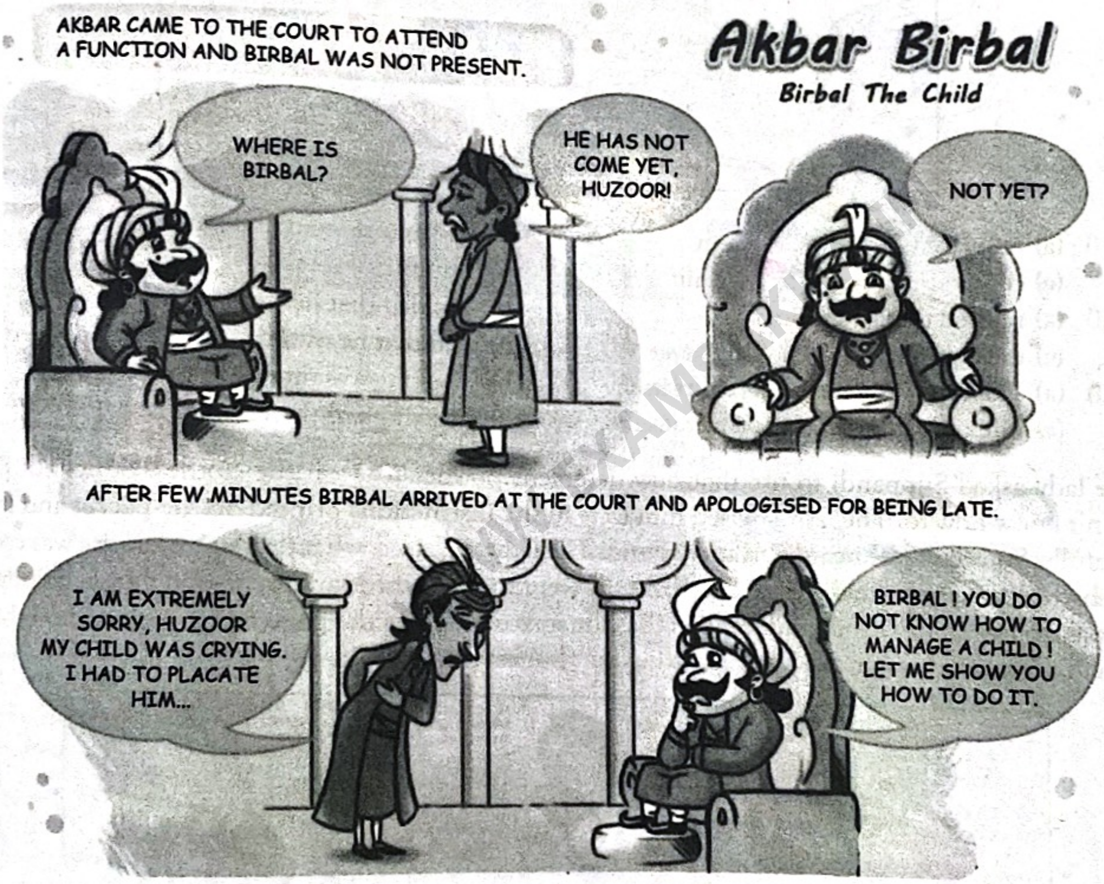
(iii) (a) if he wants him to help him get work. (b) if he wanted him to help him get work.
(c) if you wanted me to help you get work. (d) if you want me to help you get work.

5. Suppandi said to his grandmother Achi, that she was hot all over. His grandmother *(i)* .... she had fever and asked Suppandi to go, fetch a doctor. Suppandi agreed to go. On his way, he had to pass through a forge. He *(ii)* .... why he had put that red hot iron in the water to which the man informed him that he did that to cool it. He asked Suppandi to see how cold it had become. On this, Suppandi thought to himself that *(iii)* .... so fast, why not .....


SUPPANDI WAS A FOOLISH YOUNG BOY WHO LIVED IN A LITTLE VILLAGE WITH HIS GRANDMOTHER. ONE DAY-
ACHI, YOU'RE HOT ALL OVER.
I THINK I HAVE FEVER, MY CHILD. GO FETCH A DOCTOR.
I'LL GO AT ONCE.
ON HIS WAY, HE HAD TO PASS A FORGE.
HISS
WHY DID YOU PUT THAT RED HOT IRON INTO THE WATER, SIR?
TO COOL IT.
SEE HOW COLD IT HAS BECOME.
IF WATER CAN COOL A RED HOT IRON SO FAST, WHY NOT...

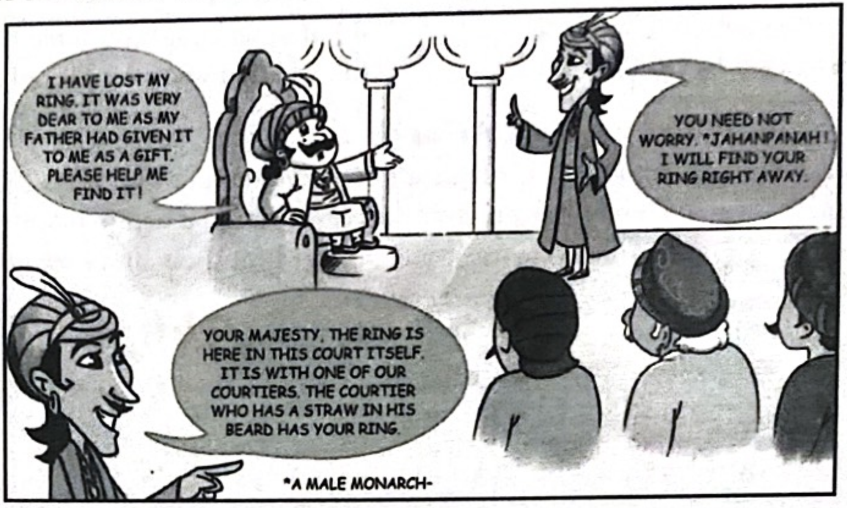
(i) (a) says that she thought (b) said that she thinks
(c) said that she thought (d) said that she was thinking
(ii) (a) asked the man (b) ordered the man
(c) replied to the man (d) requested the man
(iii) (a) if water can cool a red hot iron (b) if water could cool a red hot iron
(c) if water can cold a red hot iron (d) whether water could cool a red hot iron

6. On finding Birbal absent from the court, Akbar ***(i)*** .... where Birbal was. The courtier ***(ii)*** .... not come yet, huzoor. Akbar exclaimed with surprise not yet. After a few minutes Birbal arrived at the court. He ***(iii)*** .... and informed Akbar that his child was crying and he had to placate him. To this Akbar said to Birbal that he did not know how to manage a child. Let him show him how to do that.


AKBAR CAME TO THE COURT TO ATTEND A FUNCTION AND BIRBAL WAS NOT PRESENT.
Akbar Birbal
Birbal The Child
WHERE IS BIRBAL?
HE HAS NOT COME YET, HUZOOR!
NOT YET?
AFTER FEW MINUTES BIRBAL ARRIVED AT THE COURT AND APOLOGISED FOR BEING LATE.
I AM EXTREMELY SORRY, HUZOOR MY CHILD WAS CRYING. I HAD TO PLACATE HIM...
BIRBAL ! YOU DO NOT KNOW HOW TO MANAGE A CHILD ! LET ME SHOW YOU HOW TO DO IT.

(i) (a) asked one of his courtiers (b) asks one of his courtiers
(c) asked one of his courtiers that (d) ordered one of his courtiers
(ii) (a) replies that he had (b) told that he had
(c) refused that he had (d) replied that he had
(iii) (a) apologises for being late (b) apologised for late
(c) apologised for being late (d) apologise to be late

7. When Birbal arrived in the court, Akbar told him that he had lost his ring. It was very dear to him as his father had given it to him as a gift. He *(i)* .... find it. Birbal relaxed Akbar and *(ii)* .... find his ring right away. Birbal further said addressing his Majesty that *(iii)* .... It was with one of their courtiers. The courtier who had a straw in his beard had his ring.

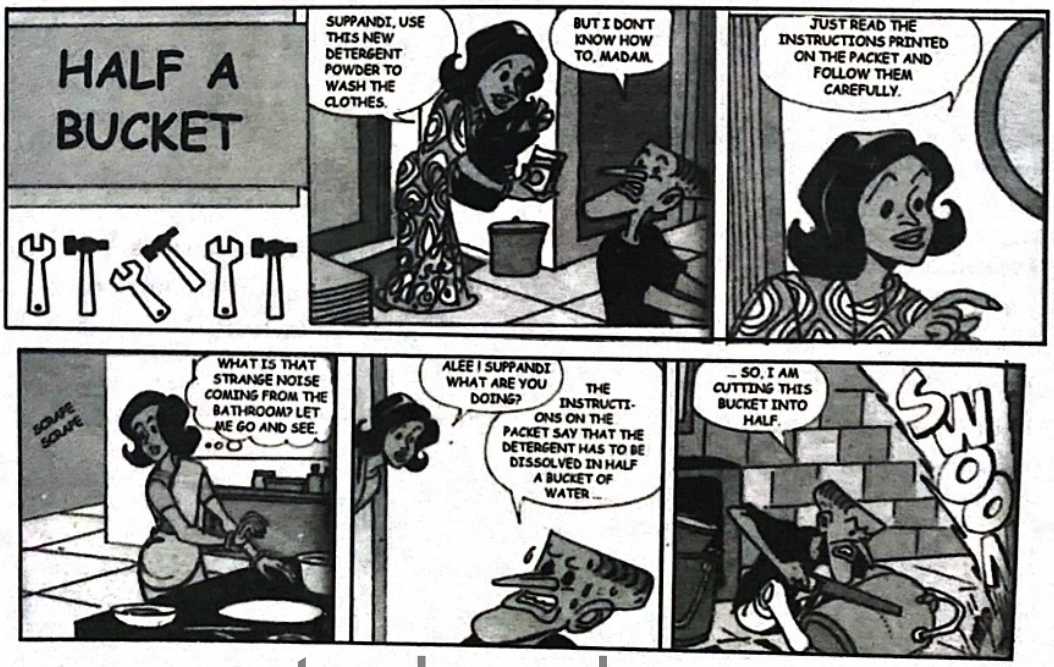

I HAVE LOST MY RING. IT WAS VERY DEAR TO ME AS MY FATHER HAD GIVEN IT TO ME AS A GIFT. PLEASE HELP ME FIND IT!
YOU NEED NOT WORRY, *JAHANPANAH! I WILL FIND YOUR RING RIGHT AWAY.
YOUR MAJESTY, THE RING IS HERE IN THIS COURT ITSELF. IT IS WITH ONE OF OUR COURTIERS. THE COURTIER WHO HAS A STRAW IN HIS BEARD HAS YOUR RING.
*A MALE MONARCH-

(i) (a) requested Birbal to help him (b) ordered Birbal to help him
(c) commanded Birbal to help him (d) told Birbal to help him

(ii) (a) refused that he would (b) pleaded that he would
(c) exclaimed that he would (d) said that he would

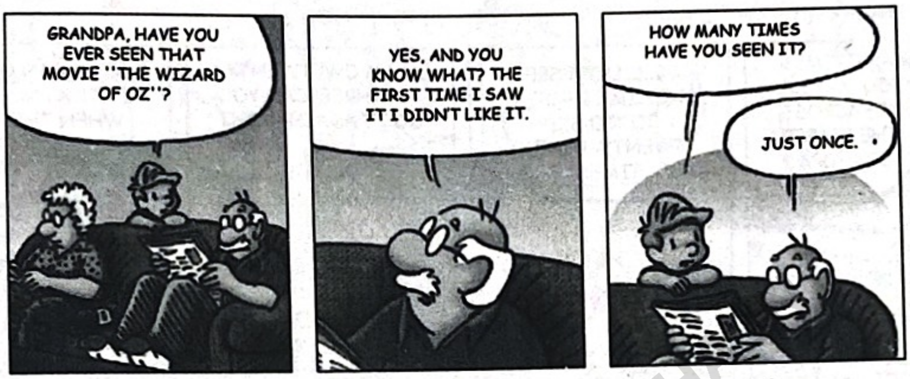
(iii) (a) The ring was here in this court itself. (b) The ring was there in that court itself.
(c) The ring is there in that court itself. (d) The ring was there in this court itself.

8. The lady asked Suppandi to use that new detergent powder to wash the clothes. Suppandi *(i)* .... he didn't know how to. The lady advised him to read the instructions printed on the packet and follow them carefully. Suddenly she heard a strange sound. The lady *(ii)* .... what that strange noise was coming from the bathroom. She should go and check. As she went to the bathroom she shockingly asked Suppandi what he was doing. To this, Suppandi replied that the instructions on the packet *(iii)* .... had to be dissolved in half a bucket of water. So, he was cutting that bucket into half.


HALF A BUCKET
SUPPANDI, USE THIS NEW DETERGENT POWDER TO WASH THE CLOTHES.
BUT I DONT KNOW HOW TO, MADAM.
JUST READ THE INSTRUCTIONS PRINTED ON THE PACKET AND FOLLOW THEM CAREFULLY.
SCRAPE SCRAPE
WHAT IS THAT STRANGE NOISE COMING FROM THE BATHROOM? LET ME GO AND SEE.
ALEE I SUPPANDI WHAT ARE YOU DOING?
THE INSTRUCTIONS ON THE PACKET SAY THAT THE DETERGENT HAS TO BE DISSOLVED IN HALF A BUCKET OF WATER ...
... SO, I AM CUTTING THIS BUCKET INTO HALF.
SWOOOSH

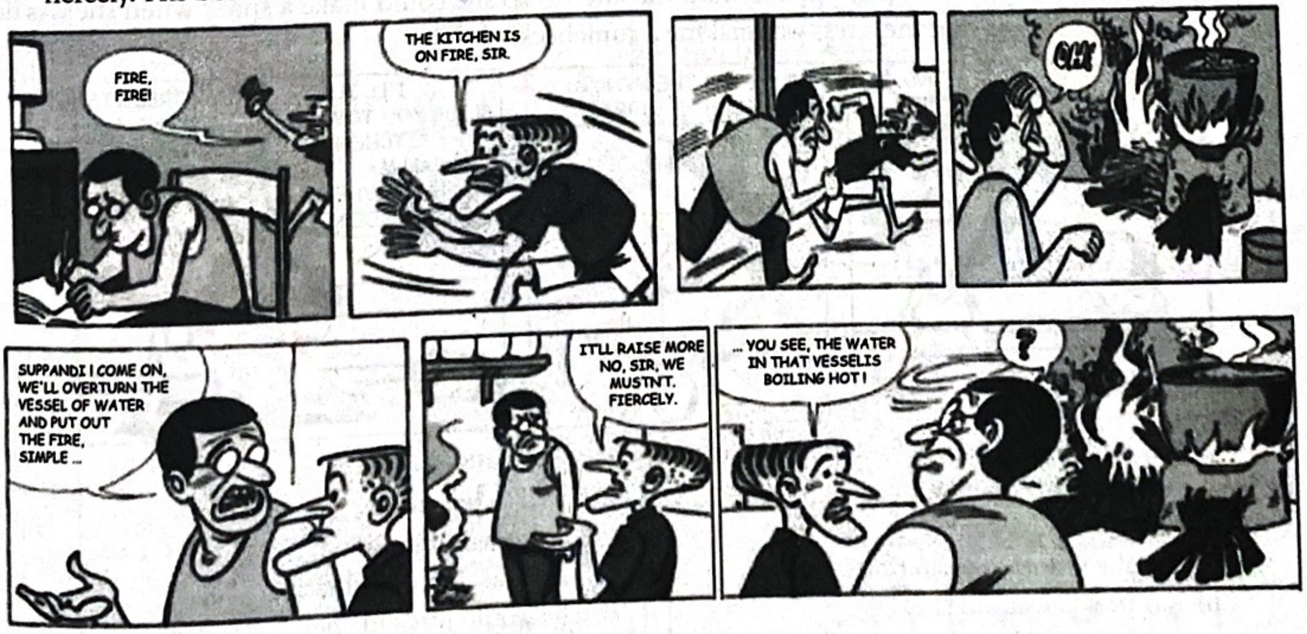
(i) (a) informs the lady that (b) informed the lady that
(c) informed the Madam that (d) said the lady that
(ii) (a) thought to herself (b) thinks to herself
(c) thought that (d) thinks that
(iii) (a) says that the detergent (b) said that the detergent
(c) says to the lady that the detergent (d) saying that the detergent

9. Joey *(i)* .... had he ever seen that movie "The Wizard of Oz". His grandpa *(ii)* .... the first time he saw that movie, he didn't like it. Then Joey asked him how many times *(iii)* .... The grandpa replied only once.


GRANDPA, HAVE YOU EVER SEEN THAT MOVIE "THE WIZARD OF OZ"?
YES, AND YOU KNOW WHAT? THE FIRST TIME I SAW IT I DIDN'T LIKE IT.
HOW MANY TIMES HAVE YOU SEEN IT?
JUST ONCE.

(i) (a) asked his grandpa (b) says to his grandpa
(c) said to his grandpa (d) asks his grandpa
(ii) (a) replied in negation that (b) replied in affirmation and said that
(c) said that (d) says that
(iii) (a) has he seen it (b) have he seen it (c) had he seen it (d) did he see it

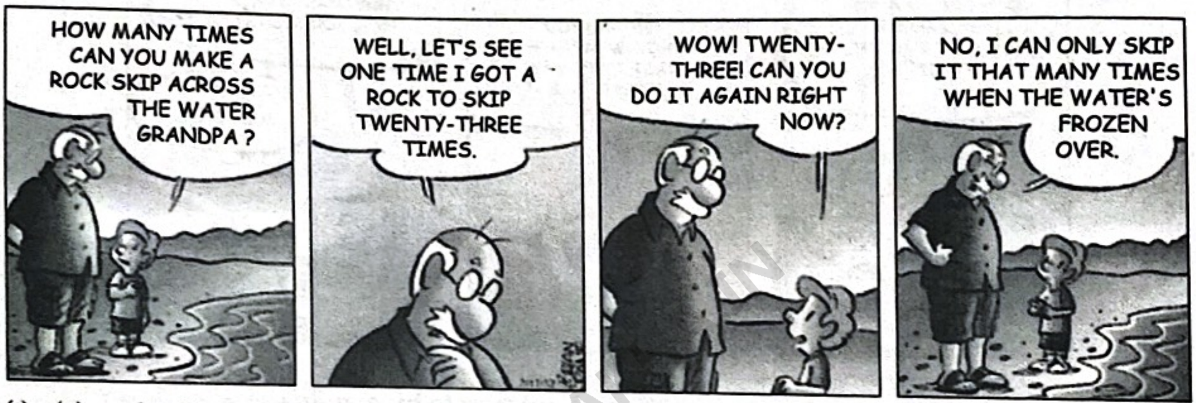
10. Suppandi came screaming to his boss. He *(i)* .... His boss told Suppandi that they would overturn the vessel of water and put out the fire. Suppandi *(ii)* .... they must not do it. It would make it raise more fiercely. His boss could not understand so Suppandi *(iii)* .... the water in that vessel was boiling hot.


FIRE, FIRE!
THE KITCHEN IS ON FIRE, SIR.
OH!
SUPPANDI ! COME ON, WE'LL OVERTURN THE VESSEL OF WATER AND PUT OUT THE FIRE, SIMPLE ...
NO, SIR, WE MUSTN'T. IT'LL RAISE MORE FIERCELY.
... YOU SEE, THE WATER IN THAT VESSEL IS BOILING HOT !
?

WWW.EXAMSAKHI

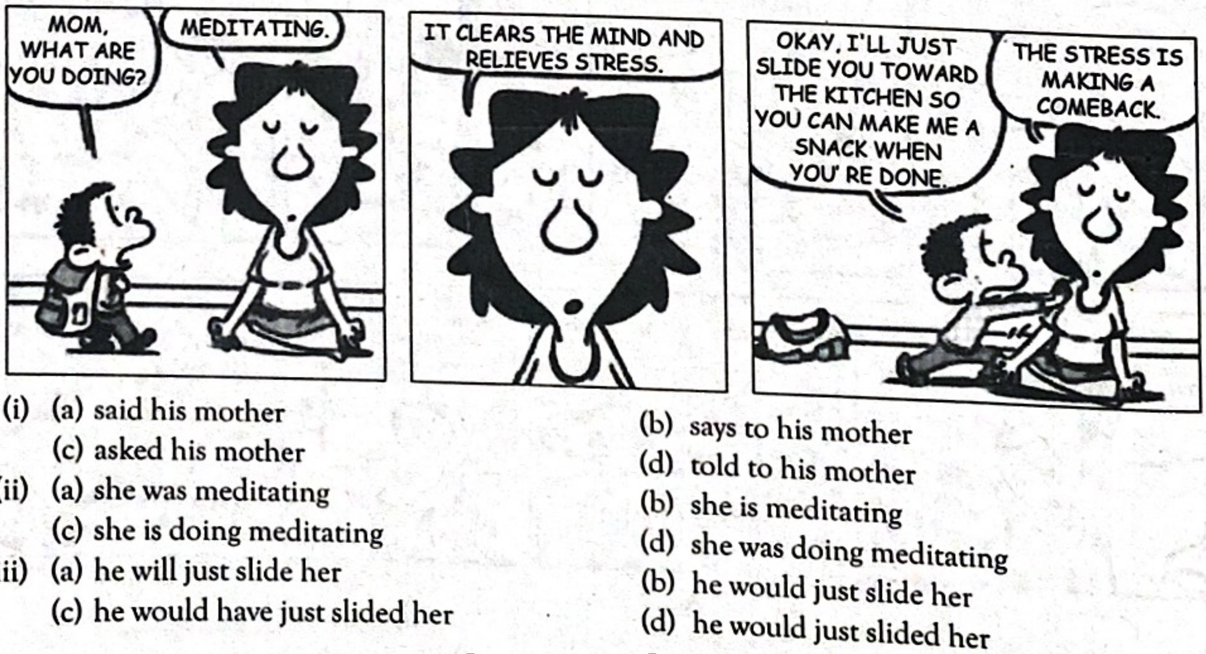
(i) (a) told that the kitchen was on fire. (b) says that the kitchen was on fire.
(c) said that the kitchen is on fire. (d) ordered that the kitchen was on fire.
(ii) (a) replied in affirmation that (b) replied in negation that
(c) replied that (d) refused that
(iii) (a) says to him that (b) tells to him that
(c) informs to him that (d) explained to him that

11. The grandson *(i)* .... how many times he could make a rock skip across the water. The grandpa thought and said that one time he got a rock to skip twenty-three times. The grandson *(ii)* .... and asked if he could do it again right then. Grandpa *(iii)* .... he could only skip the rock that many times when the water was frozen over.


HOW MANY TIMES CAN YOU MAKE A ROCK SKIP ACROSS THE WATER GRANDPA ?
WELL, LET'S SEE ONE TIME I GOT A ROCK TO SKIP TWENTY-THREE TIMES.
WOW! TWENTY-THREE! CAN YOU DO IT AGAIN RIGHT NOW?
NO, I CAN ONLY SKIP IT THAT MANY TIMES WHEN THE WATER'S FROZEN OVER.

(i) (a) said to his grandpa (b) asked his grandpa
(c) said his grandpa (d) says to his grandpa
(ii) (a) exclaimed with surprise (b) exclaimed with joy
(c) got overjoyed (d) said
(iii) (a) replied in affirmation that (b) replied that
(c) replied in negation that (d) replied negatively and said that

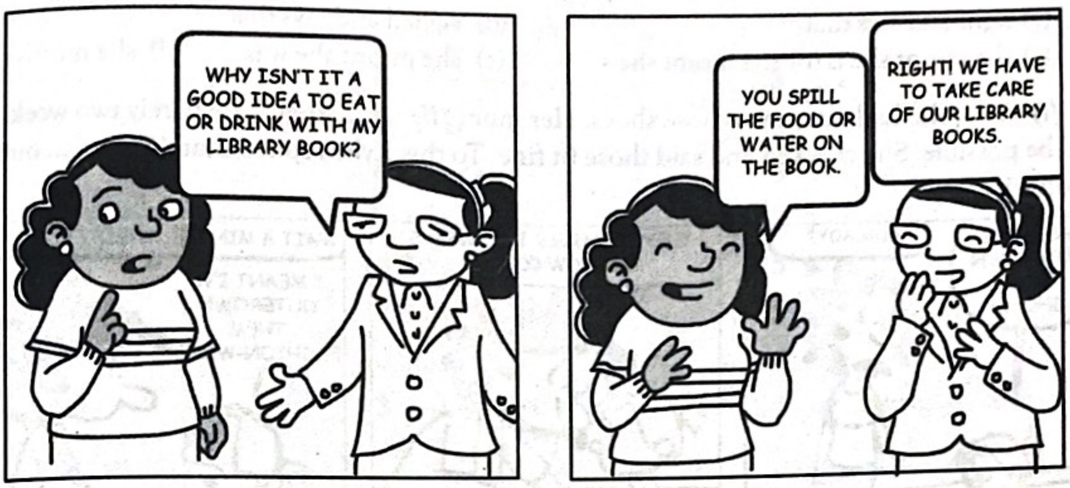
12. Karan *(i)* .... what she was doing. His mother replied that *(ii)* .... It clears the mind and relieves stress. Karan then said that *(iii)* .... toward the kitchen so she could make a snack when she was done. The mother thought that the stress was making a comeback.


MOM, WHAT ARE YOU DOING?
MEDITATING.
IT CLEARS THE MIND AND RELIEVES STRESS.
OKAY, I'LL JUST SLIDE YOU TOWARD THE KITCHEN SO YOU CAN MAKE ME A SNACK WHEN YOU' RE DONE.
THE STRESS IS MAKING A COMEBACK.

(i) (a) said his mother (b) says to his mother
(c) asked his mother (d) told to his mother
(ii) (a) she was meditating (b) she is meditating
(c) she is doing meditating (d) she was doing meditating
(iii) (a) he will just slide her (b) he would just slide her
(c) he would have just slided her (d) he would just slided her

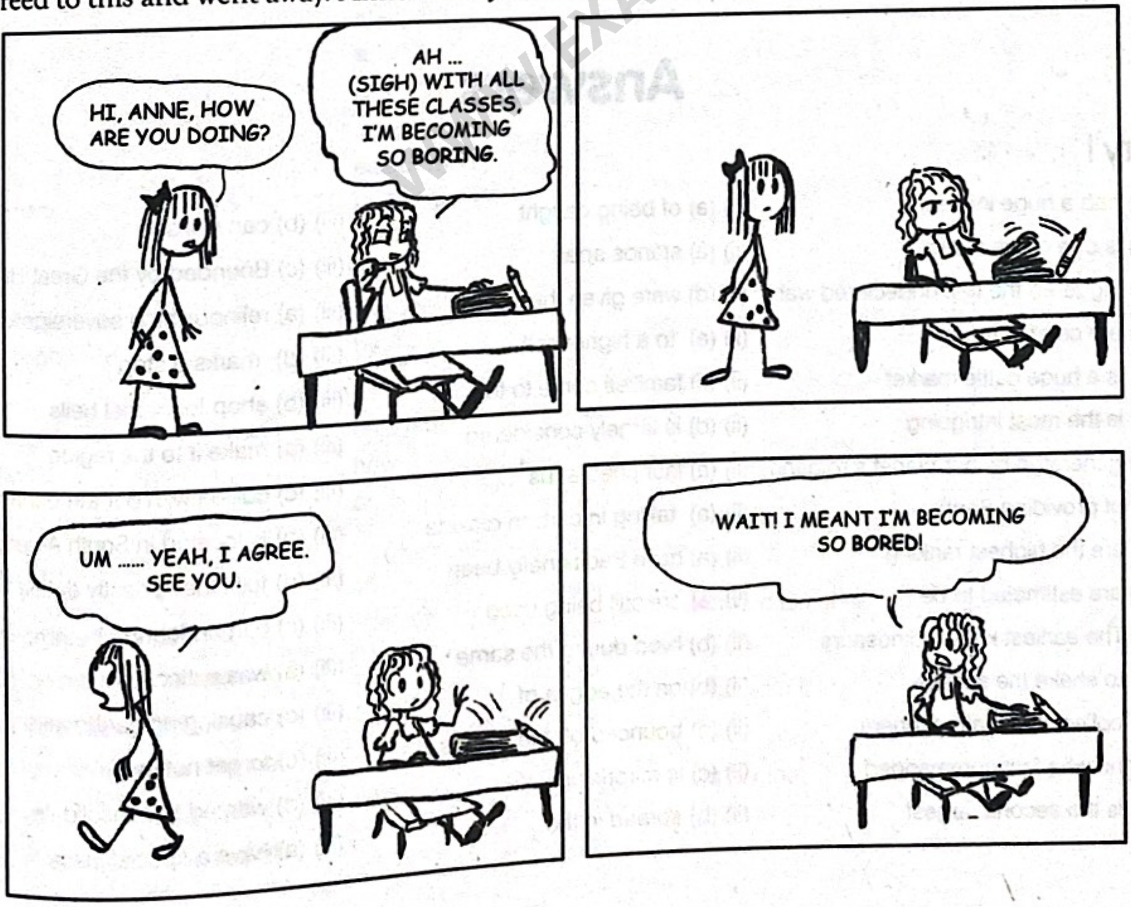
WWW.EXAMSAR...IN

13. Riya asked Jenny *(i)* .... a good idea to eat or drink with her library book. To this Jenny *(ii)* .... spill the food or water on the book. Riya *(iii)* .... they had to take care of their library books.


WHY ISN'T IT A GOOD IDEA TO EAT OR DRINK WITH MY LIBRARY BOOK?
YOU SPILL THE FOOD OR WATER ON THE BOOK.
RIGHT! WE HAVE TO TAKE CARE OF OUR LIBRARY BOOKS.

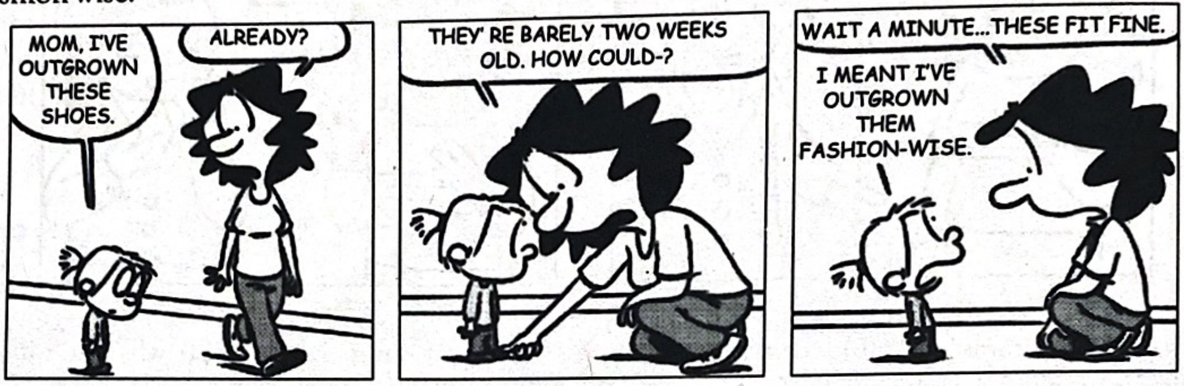
(i) (a) why it was not (b) why was it not (c) why it is not (d) why is it not
(ii) (a) replied that she can (b) replied that she could
(c) replies that she could (d) replied that you could
(iii) (a) agreed and says that (b) agrees and says that
(c) agrees and said that (d) agreed and said that

14. Jane *(i)* .... how she was doing. Jane *(ii)* .... with all those classes she was becoming so boring. Jane agreed to this and went away. Anne asked Jane to wait and said that *(iii)* .... becoming so bored.


HI, ANNE, HOW ARE YOU DOING?
AH ... (SIGH) WITH ALL THESE CLASSES, I'M BECOMING SO BORING.
UM ...... YEAH, I AGREE. SEE YOU.
WAIT! I MEANT I'M BECOMING SO BORED!

(i) (a) said to Anne (b) asked to Anne (c) asks Anne (d) asked Anne
(ii) (a) sighed and said that (b) sighs and said that
(c) sighs and says that (d) sighed and says that
(iii) (a) she meant she is (b) she meant she's (c) she meant she was (d) she means that she was

15. Kylie *(i)* .... she had outgrown those shoes. Her mom *(ii)* .... they were barely two weeks old. How it could be possible. She checked and said those fit fine. To this Kylie replied that *(iii)* .... outgrown them fashion-wise.


MOM, I'VE OUTGROWN THESE SHOES.
ALREADY?
THEY' RE BARELY TWO WEEKS OLD. HOW COULD-?
WAIT A MINUTE...THESE FIT FINE.
I MEANT I'VE OUTGROWN THEM FASHION-WISE.

(i) (a) inform her mom that (b) informs her mom that
(c) informed her mom that (d) says to her mom that
(ii) (a) get surprised and said that (b) got surprised and said that
(c) gets surprised and said that (d) gets surprised and says that
(iii) (a) she means she had (b) she means she has
(c) she meant she had (d) she meant she has

Answers

Category I

1	(i) (d) had a huge influence	(ii) (a) of being caught	(iii) (b) can still see
2	(i) (b) is one of the oldest	(ii) (a) stands apart	(iii) (c) Bounded by the Great Himalayas
3	(i) (c) triggered the first undeclared war	(ii) (d) were given the option	(iii) (a) relinquishing sovereignty
4	(i) (b) are celebrated as	(ii) (a) to a higher self	(iii) (d) marks a step
5	(i) (a) is a huge cattle market	(ii) (c) families come to this	(iii) (b) shop for camel bells
6	(i) (c) is the most intriguing	(ii) (d) is largely considered	(iii) (a) make it to the region
7	(i) (b) generated by our planet's rotation	(ii) (a) launched at us	(iii) (c) collide with our atmosphere
8	(i) (c) of providing Earth	(ii) (a) taking in carbon dioxide	(iii) (b) is located in South America
9	(i) (c) are the highest ranking	(ii) (a) have traditionally been	(iii) (d) fulfil their priestly duties
10	(i) (d) are estimated to be	(ii) (a) are still being used	(iii) (c) can be found
11	(i) (c) The earliest known dinosaurs	(ii) (b) lived during the same	(iii) (a) was extinct for
12	(i) (a) to shake the surface	(ii) (b) on the edges of	(iii) (c) causing an earthquake
13	(i) (d) collect in the atmosphere	(ii) (a) bounced off the earth's	(iii) (c) to get hotter
14	(i) (b) he who first commanded	(ii) (c) is surprising	(iii) (d) wanted to consolidate
15	(i) (d) is the second largest	(ii) (b) spread in the	(iii) (a) have a special place

Category II

A

1 (a) received
2 (b) will emerge
3 (c) are
4 (b has
5 (d) to
6 (a) had been
7 (c) few
8 (d) was
9 (b) because
10 (b) which
11 (a) have
12 (b) most
13 (c) of
14 (a) at
15 (c) hardly
16 (b) does not
17 (d) is believed
18 (b) remains
19 (d) was fairly
20 (c) to come
21 (a) for
22 (b) hadn't eaten
23 (a) interferes
24 (d) would have informed
25 (a) has been

B

	Incorrect	**Correct**
1	(a) in	to
	(b) he	I
	(c) about	for
	(d) and	but
2	(a) over	on
	(b) knew	know
	(c) their	his
	(d) the	a
3	(a) was	is
	(b) to	in/ of
	(c) establishment	established
	(d) primary	primarily
4	(a) in	under
	(b) an	the
	(c) replace	replaced
	(d) through	by
5	(a) me	us
	(b) enjoy	enjoyed
	(c) who	how
	(d) in	of

Category III

1 (i) (c) ordered Suppandi to go
(ii) (a) informed him that
(iii) (d) the meter came down to ₹ 20.

2 (i) (c) He ordered Birbal
(ii) (b) Birbal said that
(iii) (c) why he was carrying that bundle

3 (i) (a) said that his dad
(ii) (b) told her that
(iii) (c) made his pet speak that

4 (i) (a) told him that
(ii) (c) replied in affirmation
(iii) (b) if he wanted him to help him get work.

5 (i) (c) said that she thought
(ii) (a) asked the man
(iii) (b) if water could cool a red hot iron

6 (i) (a) asked one of his courtiers
(ii) (d) replied that he had
(iii) (c) apologised for being late

7 (i) (a) requested Birbal to help him
(ii) (d) said that he would
(iii) (b) the ring was there in that court itself.

8 (i) (b) informed the lady that
(ii) (a) thought to herself
(iii) (b) said that the detergent

9 (i) (a) asked his grandpa
(ii) (b) replied in affirmation and said that
(iii) (c) had he seen it

10 (i) (a) told that the kitchen was on fire.
(ii) (b) replied in negation that
(iii) (d) explained to him that

11 (i) (b) asked his grandpa
(ii) (a) exclaimed with surprise
(iii) (c) replied in negation that

12 (i) (c) asked his mother
(ii) (a) she was meditating
(iii) (b) he would just slide her

13 (i) (a) why it was not
(ii) (b) replied that she could
(iii) (d) agreed and said that

14 (i) (d) asked Anne
(ii) (a) sighed and said that
(iii) (c) she meant she was

15 (i) (c) informed her mom that
(ii) (b) got surprised and said that
(iii) (c) she meant she had

All in One

COMPLETE STUDY | COMPLETE PRACTICE | COMPLETE ASSESSMENT

LITERATURE TEXTBOOKS & SUPPLEMENTARY READING TEXT

CHAPTER

01

PROSE

A Letter To God

by G L Fuentes

Chapter Overview

This chapter is about a farmer's firm faith in God. Lencho is a hardworking farmer. Hailstones destroy his crops. He feels that only God can help him. So he writes a letter to God requesting to send him one hundred pesos. The postmaster reads Lencho's letter. He decides to help Lencho. He is able to collect 70 pesos from his colleagues and sends a letter to Lencho with the money. Lencho gets angry on counting the money and feels that the post office employees have taken some of the money God sent him. So he writes another letter to God. This time he asks God to send him the remaining money, but not through the post as he does not have faith in the people working in the postoffice.

Summary of the Chapter

Lencho's Hope of Good Harvest

Lencho was a farmer who lived on the crest (peak) of a low hill with his family. His was the only house in the entire valley. His field was full of ripe corn and easily visible from the house. He was eagerly waiting for a good rain to have a good harvest so he could earn money for his family.

Lencho's Hope Turned into Despair

As Lencho had expected, it started raining at the time of supper (dinner). This made Lencho happy. He went outside to feel the rain on his body. The raindrops falling from the sky were like new coins for Lencho. However, suddenly strong winds began to blow and hailstones started to fall. The storm continued for about an hour and the corn fields were completely destroyed. The field now was covered with snow like a layer of white salt.

Lencho's Firm Belief in God

Though Lencho was a poor farmer and had lost all his crops, he had firm faith in God. He found in God his last hope and decided to write a letter to God for help. He asked God to send him a hundred pesos so that he could sow his field again and support his family until the new crops were harvested. He also wrote that if God didn't help him, his family would die of hunger.

The Postmaster's Reaction to Lencho's Letter

In the post office, a postman found the Lencho's letter and laughed after seeing the address on it. He took the letter to the postmaster.

The postmaster was kind and friendly person. As the postmaster read the letter, he realised that the sender (Lencho) had a true belief and faith in God. So, he decided to help the sender.

To help and keep the faith of Lencho in God, the postmaster requested his employees and friends to give some money. He also gave a part of his salary. But, he failed to collect hundred pesos and collected only seventy pesos. He, then put the money in an envelope and signed it as God.

Lencho Recieves the Money

Next Sunday, Lencho again visited the post office and got his letter. Initially, he became happy to see the money but after counting the money he became angry. It was seventy pesos while he had asked for hundred pesos.

Lencho Writes Another Letter

Lencho believed that God could not make a mistake. So, he wrote a letter again. After writing his letter, Lencho again posted it. As soon as he left, the postmaster took out his letter and read it.

In this Letter, Lencho had written that he had received only 70 pesos and requested the God to send the remaining money. He also requested the God not to send the money through post because the post office employees were a bunch of crooks (dishonest persons), who might have stolen his money.

WORD MEANINGS

The given page numbers correspond to the pages in the prescribed textbook.

Word	Meaning
PAGE 3	
crest	top of a mountain or hill
downpour	a heavy fall of rain
shower	drizzle
intimately	very well
supper	an evening meal, typically a light or informal one
God willing	by grace of God
PAGE 4	
regard	consider
draped	covered
plague	an unusually large number

Word	Meaning
PAGE 5	
solitary	single
instructed	taught
conscience	an inner sense of right and wrong
daybreak	dawn
peso	unit of currency
sow	planting the seeds of a crop
heartily	loudly
amiable	friendly
PAGE 6	
correspondence	letters sent or received

Word	Meaning
resolution	firm decision
charity	help or money given to those in need
contentment	a state of happiness and satisfaction
deed	a brave or noble act
wrinkling	a slight line or fold in the skin of the face
lick	to strike with tongue gently
affixed	attached
PAGE 7	
blow	hard hit
bunch	group
crooks	dishonest people

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Oral Comprehension Check (Page 5)

1 What did Lencho hope for?

Ans. Lencho hoped for a good rainfall so that his fields of ripe corn could provide him a good harvest.

2 Why did Lencho say the raindrops were like 'new coins'?

Ans. Lencho said that the raindrops were like new coins because with rain his fields of ripe corn would produce a good harvest. A good harvest would help him in earning more money.

3 How did the rain change? What happened to Lencho's fields?

Ans. The rain changed into hail as a strong wind began to blow and huge hailstones began to fall.

All the crops in Lencho's fields got destroyed because of the hailstones.

4 What were Lencho's feelings when the hail stopped? **CBSE 2020**

Ans. When the hail stopped, Lencho became sad. All his flowering crops were destroyed due to the hailstones. He felt that no one can help his family and they would face hunger.

(Page 6)

1 Who or what did Lencho have faith in? What did he do?

Ans. Lencho had faith in God. He believed that God sees everything and helps him.

He wrote a letter to God asking him to send a hundred pesos.

2 Who read the letter?

Ans. The postmaster, read the letter.

3 What did the postmaster do then?

Ans. After reading Lencho's letter, postmaster laughed but soon he became serious and was impressed by the Lencho's faith in God. He didn't want to break Lencho's faith in God. So, he decided to collect money from his employees and friends. He also gave a part of his salary and send it to Lencho on behalf of God.

(Page 7)

1 Was Lencho surprised to find a letter for him with money in it?

Ans. No, Lencho was not surprised to find a letter with money in it. He believed that God will help him by sending the money.

2 What made him angry?

Ans. When Lencho counted the money in the envelope, he got angry. There were only seventy pesos in the envelope while he had asked for hundred pesos.

Thinking about the Text (Page 7, 8)

1 Who does Lencho have complete faith in? Which sentences in the story tell you this?

Ans. Lencho has complete faith in God. *The sentences which show this are*

- But in the hearts of all who lived in that solitary house in the middle of the valley, there was a single hope-help from God.
- All through the night, Lencho thought only of his one hope: the help of God, whose eyes, as he had been instructed, see everything, even what is deep in one's conscience.
- "God", he wrote, "If you don't help me, my family and I will go hungry this year".
- He wrote 'To God' on the envelope, put the letter inside and still troubled, went to town.
- God could not have made a mistake, nor could He have denied Lencho what he had requested.
- It said, "God: of the money that I asked for, only seventy pesos reached me. Send me the rest, since I need it very much."

2 Why does the postmaster send money to Lencho? Why does he sign the letter 'God'?

Ans. When the postmaster read Lencho's letter, he realised the firm belief and faith of Lencho in God. He did not want this faith to be broken and therefore decided to send money to Lencho.

To maintain Lencho's faith in God, the postmaster sign the letter as 'God' so that Lencho believes that God has helped him.

3 Did Lencho try to find out who had sent the money to him? Why/why not?

Ans. No, Lencho did not try to find out who had sent the money to him. The reason was that he could not believe that it could be anybody other than God who would send him the money. His faith in God was so strong that he believed that only God had sent money to him.

4 Who does Lencho think has taken the rest of the money? What is the irony in the situation? (Remember that the irony of a situation is an unexpected aspect of it. An ironic situation is strange or amusing because it is the opposite of what is expected).

Ans. Lencho thinks that the post office employees have taken the rest of the money because he had asked for a hundred pesos from God. But in the letter there were only seventy pesos. He believed that God could not make such a mistake. So, he assumes that the post office employees have stolen the money.

The irony in the situation is that Lencho suspects those people who helped him in his problem. He tried to keep his faith alive in God.

5 Are there people like Lencho in the real world? What kind of a person would you say he is? You may select appropriate words from the box to answer the question.

Greedy, Naive, Stupid, Ungraceful, Selfish, Comical, Unquestioning.

Ans. Yes, there are people like Lencho in the real world. Such people have blind faith in God and believe that God will help them.

Lencho is a simple and a hardworking farmer who has extreme faith in God. He is innocent and naive but not stupid. He has an unquestioning attitude for he is unable to realise that anyone also instead of God would help him.

6 There are two kinds of conflict in the story between humans and nature and between humans themselves. How are these conflicts illustrated?

Ans. The conflict between humans and nature is illustrated by the destruction of Lencho's crop by the hailstorm. Lencho was expecting rain to have a good harvest. Nature in the form of hailstones, is in conflict with a human, in the form of Lencho.

The story also illustrates conflict between humans themselves. The postmaster alongwith his friends and staff sent Lencho money that he had asked from God.

However, when Lencho recieves it and finds it to be less, he gets angry. He blames the employees of the post office to take out his money that God had sent him. He even calls them a 'bunch of crooks'. This shows that man does not have faith in man, thereby giving rise to this conflict.

Thinking about Language (Page 8, 9, 10, 11)

I. *There are different names in different parts of the world for storms, depending on their nature. Can you match the names in the box with their descriptions below, and fill in the blanks? You may use a dictionary to help you.*

gale, whirlwind, cyclone, hurricane, tornado, typhoon

1 A violent tropical storm in which strong winds move in a circle __ c ____ .

Ans. cyclone

2 An extremely strong wind _ a __ .

Ans. gale

3 A violent tropical storm with very strong wind __ p ____ .

Ans. typhoon

4 A violent storm whose centre is a cloud in the shape of a funnel ___ n ___.

Ans. tornado

5 A violent storm with very strong winds, especially in the Western Atlantic Ocean __ r ______.

Ans. hurricane

6 A very strong wind that moves very fast in a spinning movement and causes a lot of damage ____ l ____.

Ans. whirlwind

II. Match the sentences in column A with the meaning of 'hope' in column B.

Ans.

	A		B
1.	Will you get the subjects you want to study in college? I hope so	(a)	a feeling that something good will probably happen.
2.	I hope you don't mind my saying this but I don't like the way you are arguing	(b)	thinking that this would happen (it may or may not have happened).
3.	This discovery will give new hope to HIV/AIDS sufferers	(c)	stopped believing that this good thing would happen.
4.	We were hoping against hope that the judges would not notice our mistakes	(d)	wanting something to happen (and thinking it quite possible).
5.	I called early in the hope of speaking to her before she went to school	(e)	showing concern that what you say should not offend or disturb the other person: a way of being polite.
6.	Just when everybody had given up hope, the fishermen came back, seven days after the cyclone	(f)	wishing for something to happen, although this is very unlikely.

Ans. 1. (b) 2. (e) 3. (a)
4. (f) 5. (d) 6. (c)

III. Join the sentences given below using *who*, *whom*, *whose*, *which*, as suggested.

(i) I often go to Mumbai. Mumbai is the commercial capital of India. (*which*)

Ans. I often go to Mumbai, *which* is the commercial capital of India.

(ii) My mother is going to host a TV show on cooking. She cooks very well. (*who*)

Ans. My Mother, *who* cooks very well, is going to host a TV show on cooking.

(iii) These sportspersons are going to meet the President. Their performance has been excellent. (*whose*)

Ans. These sportspersons, *whose* performance has been excellent, are going to meet the President.

(iv) Lencho prayed to God. His eyes see into our minds. (*whose*)

Ans. Lencho prayed to God, whose eyes see into our minds.

(v) This man cheated me. I trusted him. (*whom*)

Ans. This man, *whom* I trusted, cheated me.

IV. Find sentences in the story with negative words, which express the following ideas emphatically.

(a) The trees lost all their leaves.

(b) The letter was addressed to God himself.

(c) The postman saw this address for the first time in his career.

Ans. (a) Not a leaf remained on the trees.

(b) It was nothing less than a letter to God.

(c) Never in his career as a postman had he seen that address.

V. In pairs, find metaphors from the story to complete the table below. Try to say what qualities are being compared. One has been done for you.

Object	Metaphor	Quality or Feature Compared
Cloud	Huge mountains of clouds	The mass or 'hugeness' of mountains
Raindrops		
Hailstones		
Locusts		
		An epidemic (a disease) that spreads very rapidly and leaves many people dead
	An ox of a man	

Ans.

Object	Metaphor	Quality or Feature Compared
Cloud	Huge mountains of clouds	The mass or 'hugeness' of mountains
Raindrops	Coins	Money that a good crop will bring
Hailstones	Frozen pearls	brightness of pearls
Locusts	a plague of locusts	An epidemic (a disease) that spreads very rapidly and leaves many people dead
Lencho	An ox of a man	strong

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NCERT FOLDER

Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and answer the following questions.

1 The house- the only one in the entire valley -sat on the crest of a low hill. From this height one could see the river and the field of ripe corn dotted with the flowers that always promised a good harvest. The only thing the earth needed was a good downpour or at least a shower. Throughout the morning Lencho -who knew his fields intimately- had done nothing but see the sky towards the North-East.

(i) How can the house be best described?
(a) Majestic
(b) Imposing
(c) Solitary
(d) Unique

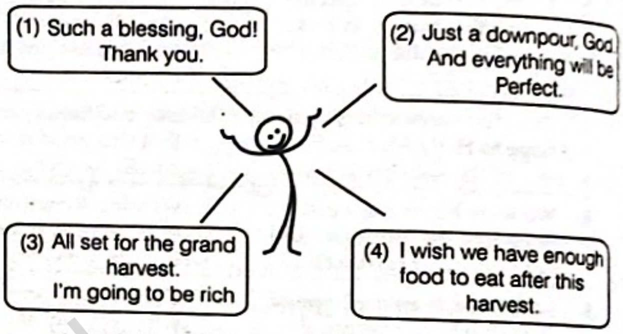
(ii) What do you mean by the field of corn dotted with flowers?
(a) Not a single flower was bigger than a dot
(b) The flowers were scattered across.
(c) The flowers were in shaped like dots.
(d) The flowers had shrunk in size.

(iii) Lencho wished for a downpour or a heavy shower. Pick the option that correctly lists the correct match for kinds of rain.

1.	Heavy rain	(i)	Light rain that falls in very fine drops
2.	Thunderstorm	(ii)	Very heavy rain, tropical rain.
3.	Drizzle	(iii)	It's coming down quite strong and you get . very wet very quickly.
4.	Torrential rain	(iv)	Really heavy rain that comes very suddenly.
5.	Downpour	(v)	Is a violent, short-lived weather disturbance associated with lightning, thunder and strong, gusty winds.

(a) 1-ii,2-iv,3-v,4-i,5-iii
(b) 1-iv,2-i,3-iii,4-v,5-ii
(c) 1-v,2-iii,3-iv,4-ii,5-i
(d) 1-iii,2-v,3-i,4-ii,5-iv

(iv) Based on the given extract, what is Lencho NOT likely to think while looking at his field?


(1) Such a blessing, God! Thank you.
(2) Just a downpour, God And everything will be Perfect.
(3) All set for the grand harvest. I'm going to be rich
(4) I wish we have enough food to eat after this harvest.

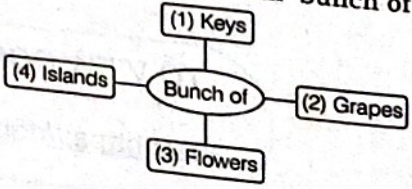
(a) Option (1)
(b) Option (2)
(c) Option (3)
(d) Option (4)

(v) Which quote supports the idea in the given extract?
(a) "Farming is a profession of hope."
(b) "I would rather be on my farm than be emperor of the world."
(c) "Farming looks mighty easy when your plough is a pencil and you're a thousand miles from the corn field."
(d) "Those too lazy to plough in the right season will have no food at the harvest."

Ans. (i) (c) Solitary
(ii) (b) The flowers were scattered across.
(iii) (d) (iv) (d) Option (4)
(v) (a) "Farming is a profession of hope."

2 When he finished, he went to the window to buy a stamp which he licked and then affixed to the envelope with a blow of his fist. The moment the letter fell into the mailbox the postmaster went to open it. It said: "God: Of the money that I asked for, only seventy pesos reached me. Send me the rest, since I need it very much. But don't send it to me through the mail because the post office employees are a bunch of crooks. Lencho."

(i) '...bunch of crooks.' Pick the option that DOES NOT collate with 'bunch of', correctly.



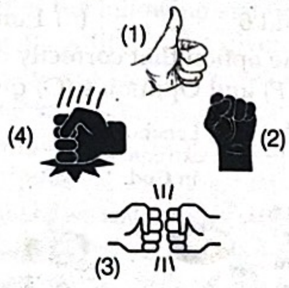
(a) Option (1) (b) Option (2)
(c) Option (3) (d) Option (4)

(ii) What was the most likely response that the postmaster expected in Lencho's second letter?

(1) Sorrowful (2) Gratitude
(3) Disappointment (4) Elation
(5) Shock

(a) 2 and 5 (b) 1 and 3
(c) 2 and 4 (d) 3 and 5

(iii) Pick the option that lists the option corresponding to—'with a blow of his fist.'



(a) Option (1) (b) Option (2i)
(c) Option (3) (d) Option (4)

(iv) Lencho's letter included

(a) details of his problems.
(b) description of the post office.
(c) belief of being looted.
(d) list of further demands.

(v) Pick the most suitable quote for this extract.

(a) "It is easier to fool people than to convince them that they have been fooled." – Mark Twain
(b) "Real knowledge is to know the extent of one's ignorance."- Confucius
(c) "You see a person's true colours when you are no longer beneficial to their life."- Anonymous
(d) "True generosity means accepting ingratitude." - Coco Chanel

Ans. (i) (d) Option (4) (ii) (c) 2 and 4
(iii) (d) Option (4)
(iv) (d) list of further demands
(v) (d) "True generosity means accepting ungratitude."-Coco Chanel

3 The following Sunday Lencho came a bit earlier than usual to ask if there was a letter for him. It was the postman himself who handed the letter to him while the postmaster, experiencing the contentment of a man who has performed a good deed, looked on from his office. Lencho showed not the slightest surprise on seeing the money; such was his confidence – but he became angry when he counted the money. God could not have made a mistake, nor could he have denied Lencho what he had requested.

(i) Why was Lencho not surprised on seeing the money?

(a) Because he had firm faith in God.
(b) Because he was confident of getting the money.
(c) Because he knows the post-office employees.
(d) Both (a) and (b)

(ii) Choose the option that lists the set of sentences that are NOT TRUE according to the given extract.

1. Lencho had firm faith in God.
2. The postman had raised the money for Lencho.
3. The people at the post office stole the money.
4. Lencho was angry on God.
5. Lencho was desperate for help.
6. Postman wanted to make fun of Lencho.
7. Lencho did not believe the postman.

(a) 1,2 and 5 (b) 3,4 and 6
(c) 2,6 and 7 (d) 1,3 and 5

(iii) What was the belief of Lencho?

(a) God couldn't make a mistake in counting the money.
(b) God couldn't deny what he had requested.
(c) Money was stolen.
(d) Both (a) and (b)

(iv) Who handed the letter to Lencho?

(a) The postman (b) The postmaster
(c) Lencho's wife (d) Lencho's children

(v) Pick the option that correctly classifies Fact/s (F) and Opinion/s (O) of the students below.

(1) Lencho was a poor farmer who was in dire need of money.

(2) The postmaster should have told Lencho that he was the one who collected the money for him.

(3) The postmaster was an amiable and kind fellow.

(4) Both the postmaster and the farmer, Lencho are stupid. They are very unreal. You do not find such people in the real world.

(a) F-2, 3 and O-1,4
(b) F-1,2 and O-3,4
(c) F-2 and O-1,3,4
(d) F-1,3 and O-2,4

Ans. (i) (d) Both (a) and (b) (ii) (b) 3,4 and 6
(iii) (d) Both (a) and (b) (iv) (a) The postman
(v) (d) F-1,3 and O-2, 4

4 One of the employees, who was a postman and also helped at the post office, went to his boss laughing heartily and showed him the letter to God. Never in his career as a postman had he known that address. The postmaster - a fat, amiable fellow - also broke out laughing, but almost immediately he turned serious and tapping the letter on his desk, commented, "What faith! I wish I had the faith of the man who wrote this letter. Starting up a correspondence with God!"

(i) The postman laugh heartily because
(a) he saw a letter addressed to him.
(b) he saw a letter addressed to God.
(c) he saw a letter addressed to angel.
(d) he saw a letter addressed to the PM.

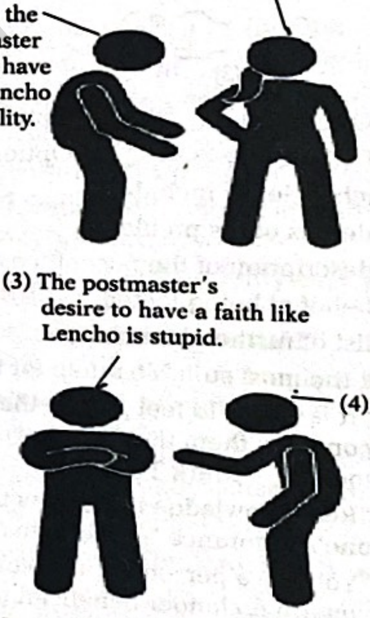
(ii) Which characteristic of the postmaster is highlighted in the given lines?
(a) Fat and amiable
(b) Slim and unfriendly
(c) Stubborn and jovial
(d) Short-tempered

(iii) Why the postmaster turned serious?
(a) Because he realised that Lencho was asking for money.
(b) Because he realised that Lencho need government's help.
(c) Because he realised that he had immense faith in God.
(d) Because he had an important task to do.

(iv) Choose the option that lists the set of statements that are NOT TRUE according to the given extract.
1. The man was Lencho.
2. Lencho needed money to sow his crops.
3. The Postmaster wanted to break the man's faith.
4. The letter was written to an imaginary entity.
5. The postmaster was a very friendly person.
6. Lencho hated God.

(a) 1 and 4
(b) 2 and 5
(c) 3 and 6
(d) 1 and 6

(v) Pick the option that correctly classifies Fact/s(F) and Opinion/s (O) given below.



(1) I think the postmaster should have told Lencho the reality.

(2) Lencho has extreme faith in God.

(3) The postmaster's desire to have a faith like Lencho is stupid.

(4) The postman must have been confused about the letter.

(a) F- 2 and O-1,3,4
(b) F-1,2 and O-3,4
(c) F-1,3 and O-2,4
(d) F-2,3 and O-1,4

Ans. (i) (b) he saw a letter addressed to God.
(ii) (a) Fat and amiable
(iii) (c) Because he realised that he had immense faith in God.
(iv) (c) 3 and 6
(v) (a) F- 2 and O-1,3,4

5 The house - the only one in the entire valley– sat on the crest of a low hill. From this height one could see the river and the field of ripe corn dotted with the flowers that always promised a good harvest. The only thing the earth needed was a downpour or atleast a shower.

(i) To whom the house belongs to?
  (a) Lencho and his family
  (b) Lencho's friends
  (c) Lencho's parents
  (d) Lencho's sister

(ii) Which of the following statement is NOT TRUE according to the given extract?
  (a) The house was the only one in the entire valley.
  (b) From the house river could not be seen properly.
  (c) House was situated on the crest of a low hill.
  (d) None of the above

(iii) The only thing that the earth needed was
  (a) a good harvest (b) a downpour
  (c) greenery (d) All of these

(iv) ……… promised a good harvest.
  (a) Field of flowers
  (b) River
  (c) The low hill
  (d) Field of ripe corn

(v) What is the synonym of 'crest' ?
  (a) Top (b) Foot
  (c) Base (d) Crown

Ans. (i) (a) Lencho and his family
(ii) (b) From the house river could not be seen properly.
(iii) (b) a downpour
(iv) (d) Field of ripe corn
(v) (d) Crown

Short Answer (SA) Type Questions [2/3 Marks each]

1 Who was Lencho? What were his main problems? **CBSE 2015**

Ans. Lencho was a hardworking farmer who lived on the top of a low hill with his family.

Lencho's main problems were rainfall and locusts (insects). If rain turned into hail or did not fall when required, his crop would fail. Further, if a plague of locusts attacked his crops, he would not be able to earn enough to feed his family.

2 What did Lencho compare the raindrops to and why? **CBSE 2011**

Ans. Lencho compared the raindrops to new coins. He felt that the big drops were ten cents pieces and the little ones were fives.

The reason was that the rain would give him a good harvest which would get him money in the form of coins.

3 Why did Lencho write a letter to God? **CBSE 2011**

Ans. Lencho wrote a letter to God, as God was the only hope in his despair. His crops had been destroyed due to hailstones. Lencho needed money to sow a new crop and support his family till the next crop.

4 Why and how did the postmaster help Lencho?

Ans. The postmaster helped Lencho because he did not want to break Lencho's faith in God.

The postmaster helped Lencho by collecting money from the post office employees and his friends. The postmaster himself also gave part of his salary. Then, he sent the collected money to Lencho through a letter. It appeared that the God had sent the money to Lencho.

5 How much money did Lencho need? How much did he get?

Ans. Lencho needed one hundred pesos to sow a new crop and support his family till the next harvest. Lencho got only seventy pesos in the letter which was less than he had requested from God.

6 Why did Lencho not want the money to be sent through mail? **CBSE 2016**

Ans. Lencho did not want the money to be sent through mail because he suspected the post office employees of stealing some of the money that God had sent him through the letter.

7 Do you think that Lencho was right to call the post office employees a 'bunch of crooks'? Why or why not?

Ans. I think Lencho was not right in calling the post office exployees a 'bunch of crooks'. The reason is that the post office employees did not steal money from the letter. In fact, they had contributed whatever they could and then sent the money to Lencho.

8 Did the letter reach God? Why did the postmaster send a reply to Lencho?

Ans. The letter did not reach God in reality. It was the postmaster who took on the duty of God and collected as much money as he could to send to Lencho.

The postmaster replied to Lencho because he realised the firm belief and faith of Lencho in God. He did not want Lencho's faith in God to be broken and hence, wrote a letter from God to Lencho.

Long Answer (LA) Type Questions

[5 Marks each]

1 How does the character of Lencho inspire us to have faith in God and remain calm in a difficult situation?

Ans. The character of Lencho inspires us to have faith in God. It also inspires us to remain calm in a difficult situation. Lencho, a hardworking and poor farmer. He worked very hard to support his family and fulfil their needs. When his crops were completely destroyed by the hailstones, he became worried about his family. But he believed that God would help him in this difficult situation.

His true faith in God made him angry when he found only seventy pesos in the envelope. So he called the post office employees a 'bunch of crooks'. He believed that they had stolen some of his money because God could not make such a mistake.

This all shows his blind but firm faith in God, which gives him a hope in his despair.

2 "Humanity still exists", is what one gets to know after reading 'A Letter to God' in which firm faith in God of a poor farmer and helpfulness of the post office employees are aptly depicted.

Write a paragraph on the human qualities in it, in about 120-150 words. Give the paragraph a suitable title. **CBSE 2012 (Modified)**

Ans. **Existence of Humanity**

The story 'A Letter to God' written by GL Fuentes reinforces our faith in humanity. After reading the story, we come to know that there still are people who help others without any self-interest.

In the story, the postmaster and other post office employees illustrate an example of humanity and kindness for others.

They were really moved by Lencho's faith in God. They decided to help him to keep his faith alive and firm. Even though it was not possible for them to collect hundred pesos, they managed to collect seventy pesos and kept them in an envelope for Lencho. They signed on it 'God' to further reinforce Lencho's faith in God.

This act shows us the true picture of humanity and motivates us to be noble and kind.

3 Describe Lencho's qualities in the light of his faith in God. Do you have faith in God like Lencho? Was Lencho's reaction towards post office employees right? **CBSE 2015**

Ans. Lencho had many good qualities. He was a poor farmer who totally depended on the harvest to survive and fulfil basic needs of his family. Once his crops were destroyed due to heavy rainfall and hailstones. He started thinking how his family would survive. He believed that God would help him in this difficulty.

He had true faith in God, he believed that God would not let him be hungry. Nowadays faith in God like Lencho's is almost impossible and unseen. I also have a firm faith in God. However, it is not like Lencho's faith. I will not blindly accept or believe that God had sent me money.

Lencho's reaction towards the post office employees was not right or justified. In his innocence and blind faith, he could not reason that God cannot sent him money and only humans can.

Even when he recieved the money he could not believe that God can make a mistake and blames the post office employees. He believed that the post employees had stolen his money.

Self Assessment

Extract Based Question

Read the following extract carefully and choose the correct option.

1 On the public writing-table, he started to write, with much wrinking of his brow, caused by the effort he had to make to express his ideas. When he finished, he went to the window to buy a stamp which he licked and then affixed to the envelope with a blow of his fist.

The moment the letter fell into mailbox, the postmaster went to open it. It said, "God of the money that I asked for, only seventy pesos reached me. Send me the rest, since, I need it very much. But don't send it to me through the mail, because the post office employees are a bunch of crooks. Lencho."

(i) Why was Lencho having wrinkles?
(a) He had to make effort to express his ideas
(b) He was tensed
(c) He was angry
(d) None of the above

(ii) What did he do with the stamp?
(a) He bought it.
(b) He threw it
(c) He fixed it with a blow of fist
(d) He licked and affixed it to the envelope

(iii) Why did he ask the God not to send the money through mail?
(a) He did not want to come to post office
(b) He thought that post office employees had stolen it
(c) Post office was far away
(d) None of the above

(iv) Who opened the mail immediately after the letter fell into the mailbox?
(a) Lencho
(b) The God
(c) The Post master
(d) The Post office employee

(v) What do you mean by the word 'crooks'?
(a) Crow
(b) Dishonest
(c) Thief
(d) Police

Short Answer (SA) Type Questions

2 How did Lencho react after the hailstorm stopped?

3 Why did the post office employees find Lencho's letter funny?

4 How did the postmaster decide to resolve Lencho's problem?

Long Answer (LA) Type Questions

5 What qualities are reflected in the characters of the post office employees?

6 What was Lencho's only hope when he saw his crops ruined after the hailstorm? What did he do then?

7 Do you believe in the existence of God? Give reasons on the basis of the lesson 'A Letter to God'.

CHAPTER

02

Nelson Mandela: Long Walk To Freedom

by Nelson Rolihlahla Mandela

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Chapter Overview

This chapter is an extract from the autobiography of Nelson Mandela, the First Black President of South Africa. It starts with the ceremonial installation of the first democratic government of South Africa. It tells us about Mandela's views about freedom. It also tells about Mandela's childhood, adolescence, 30 years of his prison and his journey as a freedom fighter. It also mentions the contributions of other freedom fighters of his nation.

Summary

Installation of the First Democratic Government of South Africa

On 10th May, 1994, the first democratic, non-racial government of South Africa was installed. The installation ceremony took place in a sandstone ampitheatre formed by the Union buildings in Pertoria, where many leaders of the world had gathered. Nelson Mandela had come to the ceremony with his daughter Zenani. First, Mr De Klerk was sworn in as the second Deputy President and Thabo Mbeki as the first Deputy President. After them, Mandela took his oath as the President of a free South Africa. He pledged to obey and uphold the constitution and to devote himself to the well-being of the people.

Mandela Addresses the Guests

After taking oath, Mandela addressed the guests. He promised to create a society of which all humanity would be proud. He thanked the international leaders for joining the ceremony that represented a common victory of justice, peace and human dignity.

He promised that he would work to remove all kinds of poverty, sufferings oppression and discrimination from the society. He also promised that the new society would bring hope, equality and freedom for all.

Display of the Military Power by South African Jets

When Mandela had taken oath, South African jets displayed the military power. It also showed the loyalty of military to democracy. The highest military generals saluted him. He recounted that they would have arrested him many years before. It was followed by the playing of two national anthems. The whites sang '*Nkosi Sikelel*' the old song and the blacks sang 'Die Stem' the new song which marked the end of the ceremony.

Apartheid and South Africa

Nelson Mandela reminiscences (remembers) about days gone by which will soon be the part of history where the whites had formed a system of racial dominance against the blacks. It was the basis of the harsh societies which is now overturned. He says that the policy of apartheid (policy of racial segregation) created a deep and lasting wound on his country and its people.

Now, it is the system that recognised the rights and freedom of all people.

Mandela Recalls the Sacrifices of Freedom Fighters

On the auspicious day, Mandela regretted the loss of thousands of people and remembered their sacrifices for the freedom from discrimination. He thought of himself as the sum of all those African patriots who sacrificed their lives before him. He was pained that he couldn't thank them.

He recalled great freedom fighters like Oliver, Tambos, Walter Sisulu, Chief Luthuli, Yusuf Dadoo etc. who were the men of uncommon courage, wisdom and generosity. From these freedom fighters, Mandela learnt that courage is not lack of fear but victory over that fear. Mandela believed that the freedom fighters are the real wealth of the country.

Man's Natural Goodness

Mandela believed that being white or black is not the token of one's goodness or superiority. No one is born hating other people due to colour or religion. People should love each other as love comes naturally not by force.

Twin Obligations of Man

Mandela believed that every man has two obligations-one to his family and the other to his nation. He believed that in a civil and human society every man is able to fulfill both of them. But a black man born in South Africa, just like him, cannot fulfill both. In order to do something for his nation, Mandela was taken away from his family. Thus, he could never fulfill his obligations towards his family.

Mandela's Concept of Freedom

Mandela remembered that as a child, freedom for him meant being able to do what he wanted. As long as he obeyed his father and the rules of his tribe, he was free in every possible way.

As a student, he wanted freedom just for himself. Then as a young man in Johannesburg, he wanted freedom to achieve his dreams, start a family, earn for himself etc.

As he grew up, he started realising that the freedom that he enjoyed as a child was just an illusion.

Mandela Joins African National Congress

Mandela realised that his complete community including him lacked freedom. Then, he joined the African National Congress with a desire to gain freedom, respect and dignity for his community.

The desire for freedom for people as a whole changed his whole life. He transformed from a frightened young man to a bold person which turned him from a law abiding person to become a criminal. He realised that freedom is indivisible.

Mandela's Realisation

Mandela realised that he could not enjoy his freedom when his community was not free. He also realised that just like oppressed (torturer), the oppressor (tortured) is also not free.

The oppressed is a prisoner of hatred, prejudice and narrow-mindedness. Thus, both the oppressor and the oppressed alike are robbed of their humanity. Both of them must be liberated.

WORD MEANINGS

The given page numbers correspond to the pages in the prescribed textbook.

Word	Meaning
PAGE 16	
apartheid	racial segregation or racial discrimination
autobiography	life story (biography) of a person written by that person himself or herself
amphitheatre	large open theatre
dignitaries	eminent persons
oppression	harsh and unfair treatment
jubilant	joyful, happy
PAGE 17	
dawned	began
besieged	surrounded by
decades	periods of ten years
supremacy	being superior
installation	placement
sworn	took an oath
PAGE 18	
confer	to give
outlaws	deprived of the benefit and protection of the law
rare privilege	uncommon right
possession	control
emancipation	freedom from restriction; liberation
bondage	slavery
discrimination	state of being treated differently
reign	rule
PAGE 19	
awe	respect and fear
spectacular array	attractive display
troop carriers	vehicles carrying soldiers

Word	Meaning
pinpoint precision	complete/ perfect order
bedecked	decorated
not unmindful	aware
chevron	a figure or pattern having the shape of a 'V'
trail	line
symbolised	was like a symbol, represented
despised	hated
overwhelmed	have a strong emotional effect
patched up	settled
erected	built
racial domination	control due to race
inhumane	cruel
PAGE 20	
overturned	abolished, invalidated and reversed
wrought	done, worked into shape by efforts
profound	deep and strong
brutality	cruelty
unintended	not thought of
PAGE 21	
comrades	fellow patriots
resilience	ability to deal with any hardship
defies	challenges
conquers	gets victory
grimmest	saddest, worst
pushed to our limits	pressurised
glimmer	glimpse, a dim perception
humanity	sympathy and kindness

Word	Meaning
extinguished	put out
obligations	duties
PAGE 22	
inclinations	natural tendencies, leanings
isolated	separated from others
inevitably	unavoidably
ripped	taken away
twilight existence	not being allowed to live freely
roast mealies	bake maize corns
abided	obeyed
illusion	a false idea or belief
transitory	not permanent
yearned	desired deeply
obstructed	hindered
curtailed	limited
PAGE 23	
dignity	respect
animated	gave life to
law-abiding	who obeys rules
virtuous	having high moral standards
oppressor	a cruel person who prevents other people from having any rights or freedoms
oppressed	a person who is subject to harsh and authoritarian treatment
bars	obstacles
prejudice	hatred, bias
narrow-mindedness	state of having intolerant beliefs

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NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Oral Comprehension Check (Page 18, 19)

1 Where did the ceremonies take place? Can you name any public buildings in India that are made of sandstone?

Ans. The ceremonies took place in the sandstone Amphitheatre formed by the Union Buildings in Pretoria. Some public buildings in India made of sandstone are the Rashtrapati Bhawan and the Red Fort in Delhi.

2 Can you say how 10 May is an 'autumn day' in South Africa?

Ans. 10th May is an 'autumn day' in South Africa when the large number of international leaders gathered in South Africa to install South Africa's first democratic, non-racial government. It is like an autumn day as it marks the beginning of a new and fresh human regime based on equality. In other words, it is a day in which the old leaves of trees are replaced by the fresh ones.

3 At the beginning of his speech, Mandela mentions "an extraordinary human disaster." What does he mean by this? What is the "glorious … human achievement" he speaks of at the end?

Ans. By mentioning 'an extraordinary human disaster', Mandela is referring to the practice of apartheid followed in South Africa. This meant that there was racial segregation based on colour, due to which the blacks suffered a lot. They were not allowed to demand freedom and did not had any right.

The 'glorious ……… human achievement' that Mandela refers to in the end is that now as South Africa has gained its freedom, a black person has become its President.

It is an achievement for the nation as earlier racial iscrimination, oppression and torture was the basis of e nation. Now with the first non-racial democracy, ch and every human is entitled to certain rights, eedoms and equality which was earlier denied.

hat does Mandela thank the international aders for?

andela thanked the international leaders for their resence in the inaugural ceremony. Due to their resence, the event could be considered as a common ctory of the South African people for justice, peace d human dignity.

5 What ideals does he set out for the future of South Africa?

Ans. Mandela set out certain ideals for the future of South Africa. He stated that all people will be free from poverty, deprivation, suffering and discrimination of all kinds. They will never be made slaves again. All of them will enjoy equal rights and privileges.

Oral Comprehension Check (Page 21)

1 What do the military generals do? How has their attitude changed and why?

Ans. The military generals saluted Mandela to express their loyalty to democracy.

Their attitude has changed from what it used to be before the ceremony. Earlier these generals had treated Mandela as a criminal, so they would have arrested him.

This attitude is changed due to the fact that Mandela was now the elected President of their country.

2 Why were two National anthems sung?

Ans. Two National anthems, one of the blacks and the other of the whites, were sung to end racial prejudice. It was done to signify equality of both the races.

3 How does Mandela describe the systems of government in his country (i) in the first decade and (ii) in the final decade, of the twentieth century?

Ans. *Mandela describes the systems of government in his country as follows*

(i) In the first decade of the twentieth century, the white-skinned people of South Africa ended their own differences. They started a system of racial domination against the dark-skinned people of South Africa. The system they created formed the basis of harsh and most inhumane societies the world had ever known.

(ii) In the final decade of the twentieth century, the previous system had been removed forever. It had been replaced by one that recognised the rights and freedoms of all people, regardless of the colour of their skin.

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4 What does courage mean to Mandela?

Ans. For Mandela, courage did not mean the absence of fear, but the victory over it. According to him, brave man did not need to be fearless, but he should be able to conquer fear.

5 Which does he think is natural, to love or to hate?

Ans. He thinks love is natural, whereas hate is not natural. The feeling of love comes to our heart naturally. On the other hand, we have to learn how to hate, as this feeling does not develop by itself.

Oral Comprehension Check (Page 24)

1 What 'twin obligations' does Mandela mention?

Or What, according to Nelson Mandela, are a man's twin obligations? **CBSE 2019**

Ans. According to Nelson Mandela every man has twin obligations. The first obligation is to look after his family, parents, wife and children. The second obligation is to serve his people, his community and his country.

2 What did being free mean to Mandela as a boy, and as a student? How does he contrast these 'transitory freedoms' with 'the basic and honourable freedoms'?

Ans. As a boy, for Mandela 'being free' did not have much meaning as he thought he was born free. He was free to do what he liked. He believed that as long as he obeyed his father and the rules of his tribe, he was free in every way.

As a student, Mandela realised that the freedoms that he enjoyed as a child was an illusion and he was actually not free. Then, he wanted the temporary freedom that existed only for his own self. He wanted freedom to stay out at night, read what he pleased and go wherever he wanted.

Mandela contrasts these 'transitory freedoms' with 'the basic and honorable freedoms'. Now, he wanted to achieve his potential, earn his money, marry and start his family. These freedoms unlike the transitory freedoms revolved around himself as well as the people of his community. This freedom existed without any racial discrimination.

3 Does Mandela think the oppressor is free? Why/ Why not?

Ans. Mandela does not feel that the oppressor is free. He thinks that the oppressor is a prisoner of hatred. He is locked behind the bars of prejudice and narrow-mindedness. He feels that both the oppressor and the oppressed lack humanity.

Thinking about the Text (Page 24)

1 Why did such a large number of international leaders attend the inauguration? What did it signify the triumph of?

Ans. A large number of international leaders attended the inauguration to pay their respects to the freedom of South Africa.

It signified the triumph of the people over discrimination and oppression. It also signified the recognition of human equality.

2 What does Mandela mean when he says he is "simply the sum of all those African patriots" who had gone before him?

Ans. When Mandela says he is 'simply the sum of all those African Patriots', he means that he represents the ideals and the dreams for which the African patriots sacrified their lives. These patriots for him created a path of unity and cooperation which supported him in his journey to get South Africa free. In other words, as the new President of the nation, he represented the vision of all African freedom fighters.

3 Would you agree that the 'depths of oppression' create 'heights of character'? How does Mandela illustrate this? Can you add your own examples to this argument?

Ans. Yes, I agree that the 'depths of oppression' creates 'heights of character'. To illustrate this, Mandela gives the example of many patriots like Oliver Tambos, the Walter Sisulus, the Chief Luthulis, the Yusuf Dadoos, etc.

These freedom fighters emerged due to the extreme oppression faced by the blacks. They had extraordinary courage, wisdom and generosity.

We can also add our own examples to illustrate this. In our freedom struggle, the oppression of the Britishers produced courageous patriots such as Bhagat Singh, Lala Lajpat Rai and Mahatma Gandhi, besides many others.

4 How did Mandela's understanding of freedom change with age and experience?

Ans. Mandela's understanding of freedom changed a lot with age and experience. As a child, freedom for him meant doing things that he wanted to do, because he was born free. For him, as long as he obeyed his father and followed the rules of his tribe, he was free in every way.

As he grew up, he realised that freedom that he enjoyed as a young boy was just an illusion. Infact, he did not have any freedom. Now he developed a desire to gain freedom. When he was a student the freedom was just for himself but soon he wanted freedom for his community.

Mandela slowly realised that not only his but the freedom of all blacks was curtailed (deprived). With this understanding, he developed a hunger for freedom of his people and started working for it.

5 How did Mandela's 'hunger for freedom' change his life?

Ans. When Mandela realised that the entire Black community lacked freedom, his life changed. A 'hunger for freedom' of his people to live a life of respect and dignity transformed him.

Because of this hunger, the frightened young man transformed to a bold man. He built his entire life around fighting for the basic fundamental rights for his community. He was more selfless and virtuous than ever.

Thinking about Language (Page 24, 25, 26)

I. There are nouns in the text (*formation*, *government*) which are formed from the corresponding verbs (*form*, *govern*) by suffixing - (at) ion or *ment*. There may be change in the spelling of some verb - noun pairs : such as rebel, rebellion; constitute, constitution.

1 Make a list of such pairs of nouns and verbs in the text.

Noun	Verb
rebellion	rebel
constitution	constitute

Ans.

Noun	Verb
rebellion	rebel
constitution	constitute
formation	form
government	govern
obligation	oblige
transformation	transform
discrimination	discriminate
deprivation	deprive
demonstration	demonstrate
oppression	oppress
imagination	imagine

2 Read the paragraph below. Fill in the blanks with the noun forms of the verbs in brackets.

Martin Luther King's .... (contribute) to our history as an outstanding leader began when he came to the .... (assist) of Rosa Parks, a seamstress who refused to give up her seat on a bus to a white passenger. In those days American Blacks were confined to positions of second class citizenship by restrictive laws and customs. To break these laws would mean .... (subjugate) and .... (humiliate) by the police and the legal system. Beatings, ... (imprison) and sometimes death awaited those who defied the system. Martin Luther King's tactics of protest involved non-violent .... (resist) to racial injustice.

Ans. Martin Luther King's **contribution** (contribute) to our history as an outstanding leader began when he came to the **assistance** (assist) of Rosa Parks, a seamstress who refused to give up her seat on a bus to a white passenger. In those days American Blacks were confined to positions of second class citizenship by restrictive laws and customs.

To break these laws would mean **subjugation** (subjugate) and **humiliation** (humiliate) by the police and the legal system. Beatings, **imprisonment** (imprison) and sometimes death awaited those who defied the System. Martin Luther King's tactics of protest involved non-violent **resistance** (resist) to racial injustice.

II. Here are some more examples of 'the' used with proper names. Try to say what these sentences mean. (You may consult a dictionary if you wish. Look at the entry for 'the')

(i) Mr Singh regularly invites the Amitabh Bachchan and the Shahrukh Khan to his parties.

(ii) Many people think that Madhuri Dixit is the Madhubala of our times.

(iii) History is not only the story of the Alexanders, the Napoleons and the Hitlers, but of ordinary people as well.

Ans. (i) This means that Mr Singh regularly invites famous personalities as of the calibre of Amitabh Bachchan and Shahrukh Khan to his parties.

(ii) This means that Madhuri Dixit is compared to a landmark in acting in the form of legendary actress Madhubala.

(iii) This means that history is not only the story of the great fighters and leaders such as Alexander, Napoleon and Hitler, but also of ordinary people.

III. Match the italicised phrases in Column A with the phrase nearest meaning in Column B.
(Hint: First look for the sentence in the text which the phrase in Column A occurs.)

A	B
1. I was *not unmindful of* the fact.	(i) had not forgotten was aware of the fact (ii) was not careful about the fact (iii) forgot or was not aware of the fact
2. When my comrades and I were *pushed to our limits*	(i) pushed by the guards to the wall (ii) took more than our share of beatings (iii) felt that we could not endure the suffering any longer
3. To reassure me and *keep me going*	(i) make me go on walking (ii) help me continue to live in hope in this very difficult situation (iii) make me remain without complaining
4. The basic and honourable freedoms of ... *earning my keep...*	(i) earning enough money to live on (ii) keeping what I earned (iii) getting a good salary

Ans.

A	B
1. I was not unmindful of the fact	(i) had not forgotten; was aware of the fact
2. When my comrades and I were pushed to our limits	(iii) felt that we could not endure the suffering any longer
3. To reassure me and keep me going	(ii) help me continue to live in hope in this very difficult situation
4. The basic and honourable freedoms of ... earning my keep...	(i) earning enough money to live on

Writing

I. Looking at Contrasts

Nelson Mandela's writing is marked by balance: many sentences have two parts in balance. Use the following phrases to complete the sentences given below.

(i) they can be taught to love.
(ii) I was born free.
(iii) but the triumph over it.
(iv) but he who conquers that fear.
(v) to create such heights of character.

(i) It requires such depths of oppression ....
(ii) Courage was not the absence of fear ....
(iii) The brave man is not he who does not fe afraid ....
(iv) If people can learn to hate ....
(v) I was not born with a hunger to be free ....

Ans. (i) It requires such depths of oppression to crea such heights of character.
(ii) Courage was not the absence of fear but the triumph over it.
(iii) The brave man is not he who does not feel afraid but he who conquers that fear.
(iv) If people can learn to hate they can be taught to love.
(v) I was not born with a hunger to be free, I was born free.

II. This text repeatedly contrasts the past with the present or the future. We can use coordinating clauses to contrast two views, for emphasis or effect. Given below are sentences carrying one part of the contrast. Find in the text the second part of the contrast and complete each item. Identify the words which signal the contrast. This has been done for you in the first item.

(i) For decades the Union Buildings had been the seat of white supremacy and now ....
(ii) Only moments before, the highest generals of the South African defence force and police .... saluted me and pledged their loyalty. ... not so many years before they would not have saluted ....
(iii) Although that day neither group knew the lyrics of the anthem ..., they would soon ....
(iv) My country is rich in the minerals and gems that lie beneath its soil, ...
(v) The Air Show was not only a display of pinpoint precision and military force, but ....
(vi) It was this desire for the freedom of my people .... that transformed .... into a bold one, that drove .... to become a criminal, that turned .... into a man without a home.

Ans. (i) For decades the Union Buildings had been the seat of white supremacy, and now it was the site of a rainbow gathering of different colours and nations for the installation of South Africa's first democratic, non-racial government.

(ii) Only moments before, the highest generals of the South African defence force and police, their chests bedecked with ribbons and medals from days gone by, saluted me and pledged their loyalty.

I was not unmindful of the fact that not so many years before they would not have saluted but arrested me.

(iii) Although that day neither group knew the lyrics of the anthem they once despised, they would soon know the words by heart.

(iv) My country is rich in the minerals and gems that lie beneath its soil, but I have always known that its greatest wealth is its people, finer and truer than the purest diamonds.

(v) The Air Show was not only a display of pinpoint precision and military force, but a demonstration of the military's loyalty to democracy, to a new government that had been freely and fairly elected.

(vi) It was this desire for the freedom of my people that animated my life, that transformed a frightened young man into a bold one, that drove a law-abiding attorney to become a criminal, that turned a family- loving husband into a man without a home.

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Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and choose the correct option.

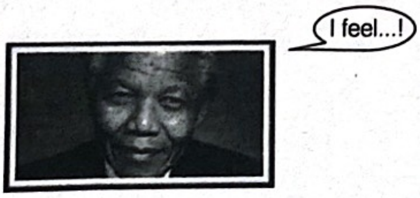
1 "We, who were outlaws not so long ago, have today been given the rare privilege to be host to the nations if the world on our own soil. We thank all of our distinguished international guests for having come to take possession with the people of our country of what is, after all, a common victory for justice, for peace, for human dignity."

(i) Why were the international guests called distinguished?
- (a) They had been invited as guests to attend it.
- (b) They were eminent world leaders witnessing it.
- (c) They were visiting the country for this purpose.
- (d) They had resumed diplomatic relations with the country.

(ii) It is a victory for 'human dignity'. Choose the correct option that lists the inclusions of 'human dignity'.
- (a) (i) equality (ii) liberty (iii) indecency
- (b) (i) liberty (ii) indecency (iii) self-respect
- (c) (i) immorality (ii) self-respect (iii) equality
- (d) (i) equality (ii) liberty (iii) self-respect

(iii) Why did the speaker say that it was a 'rare privilege'?
- (a) Because they had been deprived of this honour.
- (b) Because they had eldom been given this honour.
- (c) Because they hadexperienced it for the first time.
- (d) Because they had been chosen over other countries, for this honour.

(iv) How do you think the speaker feels? Choose the option that best fits his state of mind.



- (a) (i) emotional (ii) elated (iii) unmindful
- (b) (i) elated (ii) unmindful (iii) overwhelmed
- (c) (i) overwhelmed (ii) elated (iii) honoured
- (d) (i) elated (ii) honoured (iii) unmindful

(v) Pick the option that showcases the usage of 'host' as in the extract.
- (a) He was praised for his hospitality as the host of the party.
- (b) He was able to host the event without any hindrance.
- (c) He met the host and apologised for his friend's misbehaviour.
- (d) He is the best host that one can ever come across.

Ans. (i) (b) they were eminent world leaders witnessing it.
(ii) (d) (i) equality (ii) liberty (iii) self-respect
(iii) (c) Because they had experienced it for the first time.
(iv) (c) (i) overwhelmed (ii) elated (iii) honoured
(v) (b) He was able to host the event without any hindrance.

2 "It was only when I began to learn that my boyhood freedom was an illusion, when I discovered as a young man that my freedom had already been taken from me, that I began to hunger for it. At first as a student I wanted freedom only for myself, the transitory freedoms of being able to stay out at night, read what I pleased and go where I chose. Later, as a young man in Johannesburg, I yearned for the basic and honourable freedoms..."

(i) Choose a title for the given extract.
- (a) Freedom for Everything
- (b) Knowledge about Freedom
- (c) Significance of Freedom
- (d) Realisation of Freedom

(ii) Why do you think the speaker mentio some freedoms as 'transitory'?
- (a) The freedoms are momentary and changing with time.
- (b) The definition of freedom is consta perspectives differ.
- (c) Freedom means different things t different people.
- (d) Freedom is not that important afte certain age.

(iii) Choose the option that best fits the usage of the word 'illusion' as used in the extract.
  (a) He was never able to get past the illusion.
  (b) The illusion I experienced was quite intriguing.
  (c) A large mirror in the room creates an illusion.
  (d) I was living under the illusion that this is possible.

(iv) The speaker says, 'at first as a student I wanted freedom only for myself.' What did the speaker mean by this statement?
  (a) He didn't want to think about the freedom denied to others.
  (b) He was being selfish and was only bothered about himself.
  (c) He didn't think that freedom denied to him was important for others.
  (d) He was too young to realise that freedom was denied to others as well.

(v) A part of the extract has been paraphrased. Choose the option that includes the most appropriate solution to the blanks in the given paraphrase of the extract.
The speaker's belief about freedom, since childhood proved false. It was not until the speaker grew up to be a young man when it (i) .... on him that he was (ii) .... of freedom. Then he began (iii) .... it.
  (a) (i) desired (ii) dawned (iii) depriving
  (b) (i) dawned (ii) deprived (iii) desiring
  (c) (i) dawned (ii) arrived (iii) desiring
  (d) (i) arrived (ii) deprived (iii) dawned

Ans. (i) (c) Significance of Freedom
(ii) (a) The freedoms are momentary and keep changing with time.
(iii) (d) I was living under the illusion that this is possible.
(iv) (d) He was too young to realise that freedom was denied to others as well.
(v) (b) (i) dawned (ii) deprived (iii) desiring

3. It was only when I began to learn that my boyhood freedom was an illusion, when I discovered as a young man that my freedom had already been taken from me, that I began to hunger for it. At first, as a student, I wanted freedom only for myself, the transitory freedoms of being able to stay out at night, read what I pleased and go where I chose.

Later, as a young man in Johannesburg, I yearned for the basic and honourable freedoms of achieving my potential, of earning my keep, of marrying and having a family - the freedom not to be obstructed in a lawful life.

(i) 'I' here refers to
  (a) Oliver Tambos
  (b) Yusuf Dadoos
  (c) Bram Fischers
  (d) Nelson Mandela

(ii) Why was freedom an illusion for him?
  (a) Because he was born in an apartheid country.
  (b) Because he was not free to educate himself.
  (c) Because he was not free to marry and have family.
  (d) All of the above

(iii) From where did his hunger for freedom begin?
  (a) Childhood (b) Adolescence
  (c) Adulthood (d) Old age

(iv) Choose the option that lists the set of statements that are NOT TRUE according to the given extract.
  1. I was the first President of South Africa.
  2. I fought for the freedom of his community.
  3. I supported supremacy of one race over other.
  4. The concept of freedom changed with age for 'I'.
  5. As a young man, I wanted to get married.
  6. I was a very meek personality.
  (a) 3 and 4 (b) 1 and 2
  (c) 5 and 6 (d) 3 and 6

(v) Pick the option that correctly classifies Fact/s(F) and Opinion/s (O) given below.

(2) Nelson Mandela ruined his family life for his country.

(1) The speaker was Nelson Mandela

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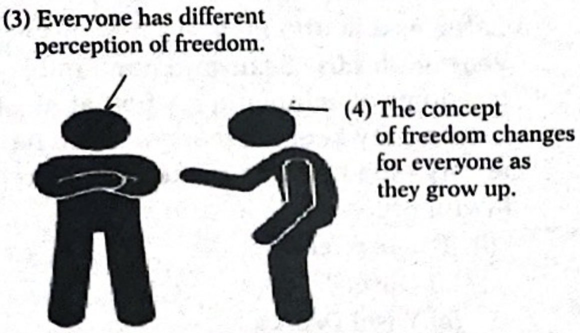
(3) Everyone has different perception of freedom.
(4) The concept of freedom changes for everyone as they grow up.

(a) F-1 and O-2,3,4 (b) F-1,4 and O-2,3
(c) F-2,3 and O-1,4 (d) F- 1,3 and O-2,4

Ans. (i) (d) Nelson Mandela (ii) (d) All of the above
(iii) (c) Adulthood (iv) (d) 3 and 6
(v) (b) F-1,4 and O-2,3

4 Tenth May dawned bright and clear. For the past few days I had been pleasantly besieged by dignitaries and world leaders who were coming to pay their respects before the inauguration. The inauguration would be the largest gathering ever of International leaders on South Africa soil.

(i) 'I' in the extract refers to
(a) De Klerk (b) Thabo Mbeki
(c) Gandhiji (d) Nelson Mandela

(ii) Who accompanied 'I' on that day?
(a) His brother (b) His cousin
(c) His daughter (d) His son

(iii) The ceremonies took place in
(a) Cape Town (b) Pretoria
(c) Johannesburg (d) Jerusalem

(iv) Which word in the extract is the opposite of 'national'?
(a) Inauguration (b) International
(c) Downed (d) Before

(v) Choose the option that lists the set of statements that are NOT TRUE according to the given extract.
1. He was a freedom fighter.
2. He was to become the First President of free South Africa.
3. The event was attended by only European nations.
4. He was against any type of discrimination.
5. He had been waiting for this day for years.
6. He was dreaming the entire scene.
(a) 1 and 5 (b) 3 and 6
(c) 2 and 6 (d) 3 and 4

Ans. (i) (d) Nelson Mandela (ii) (c) His daughter
(iii) (b) Pretoria (iv) (b) International
(v) (b) 3 and 6

5 My country is rich in the minerals and gems that lie beneath its soil, but I have always known that its great wealth is its people, finer and truer than the purest diamonds.

It is from these comrades in the struggle that I learned the meaning of courage. Time and again, I have seen men and women risk and give their lives for an idea. I have seen men stand up to attacks and torture without breaking, showing a strength and resilience that defies the imagination.

(i) According to the speaker, what is the greatest wealth of a nation?
(a) Its minerals (b) Its gems
(c) Its diamonds (d) Its people

(ii) What opinion does the speaker have about the people in his country?
(a) That the people of his country are very valuable.
(b) That the people of his country are lazy.
(c) That the people of his country are wealthy.
(d) That the people of his country are developed.

(iii) When do men and women risk their lives, according to the extract?
(a) For an idea (b) For a belief
(c) For their benefit (d) For humanity

(iv) The people of South Africa are compared with
(a) all minerals and gems
(b) Nelson Mandela himself
(c) purest diamonds
(d) comrades of the struggle

(v) The word ...... means 'the capacity to recover quickly from difficulties.'
(a) courage (b) strength
(c) wealth (d) resilience

Ans. (i) Its people
(ii) (a) That the people of his country are very valuable.
(iii) (a) For an idea
(iv) (c) purest diamonds
(v) (d) resilience

6 On that lovely autumn day I was accompanied by my daughter Zenani. On the podium, Mr de Klerk was first sworn in as second deputy president. Then Thabo Mbeki was sworn in as first Deputy President. When it was my turn, I pledged to obey and uphold the Constitution and to devote myself to the wellbeing of the Republic and its people. To the assembled guests and the watching world, I said: "Today, all of us do, by our presence here... confer glory and hope to newborn liberty. Out of the experience of an extraordinary human disaster that lasted too long, must be born a society of which all humanity will be proud.

(i) Who accompanied Nelson on that day?
 (a) Zenani, his daughter
 (b) Mr Thabo Mbeki
 (c) Mr de Klerk
 (d) None of the above

(ii) Who took oath before Nelson Mandela?
 (a) Mr Thabo Mbeki (b) Mr de Klerk
 (c) Walter Sisulu (d) Both (a) and (b)

(iii) Who took oath as second Deputy President?
 (a) Mr Thabo Mbeki
 (b) Yusuf Dadoo
 (c) Chief Luthuli
 (d) Mr de Klerk

(iv) What pledge did Nelson Mandela took?
 (a) To obey and uphold the Constitution.
 (b) To devote himself to the well being of the Republic and its people.
 (c) To respect and protect humanity.
 (d) All of the above

(v) What do you understand by the term 'an extraordinary human disaster' as said by Nelson Mandela in his speech?
 1. Racial discrimination
 2. Policy of apartheid
 3. Equal rights given
 4. Whites ruled the country
 Choose the correct codes
 (a) 1, 2 and 4 (b) 1, 2 and 3
 (c) 2, 3 and 4 (d) 1, 3 and 4

Ans. (i) (a) Zenani, his daughter
(ii) (d) Both (a) and (b) (iii) (d) Mr de Klerk
(iv) (d) All of these (v) (a) 1, 2 and 4

Short Answer (SA) Type Questions

[2/3 Marks each]

1 Why was the site called "a rainbow gathering of different colours and nations"?

Ans. The site was full of leaders and dignitaries from all around the world. These leaders, irrespective of their colour, race and religion had gathered to celebrate the victory over the apartheid regime and to support the cause of peace, justice and human dignity.

Hence, the site was called a rainbow gathering of different colours and nations.

2 What promise does Mandela make in the beginning of his oath-taking speech?

Ans. At the beginning of his oath-taking speech, Mandela promised to obey and uphold the constitution and devote himself to the well-being of nation and its people.

He also promised to make the nation free from poverty, deprivation, oppression and discrimination of all kinds.

3 What do you understand by 'apartheid'? Describe the effect of the policy of apartheid on the people of South Africa.

Ans. 'Apartheid' is a political system that divides people according to their race. The policy of apartheid created a deep and lasting wound in South Africa and its people. This policy was full of terror, oppression and torture on the blacks of South Africa. The wound created by this policy of racial discrimination would take many years to recover.

4 What intended effect was produced by decades of oppression?

Ans. The decades of torture and oppression created an unintended effect on the blacks. The black people who fought again the unjust policies of apartheid were produced out of the oppression. These people had extraordinary courage, wisdom and generosity. These people includes many South African patriots such as Walter Sisulu, Oliver Tambo, Bram fischer, etc.

5 Does Mandela think that an African can fulfill the twin obligation ? Give reason for your answer.

Ans. No, according to Mandela an African cannot fulfill the twin-personal and social obligations. From his experience, Mandela believed that only white people in South Africa could do so. The black South African were not free to live like a human. If they tried to fulfill their obligations, they were punished and isolated for being involved in the rebellions.

6 What did freedom mean to Mandela in childhood? **CBSE 2015**

Ans. In childhood, freedom for Mandela meant to be free to run in the fields, to swim in the clear stream, free to roast mealies and ride the broad backs of slow moving bulls.

7 What did Mandela realise about his brothers and sisters? **CBSE 2012**

Ans. As Nelson Mandela grew up, he realised that his brothers and sisters of his community including him and nation were not free. As a result, his hunger for freedom which he earlier wanted for himself became great. Now, he desired for freedom of his entire community.

8 What according to Mandela is 'true freedom'?

Ans. According to Mandela, 'true freedom' is not being able to do what one wants without any interference. True freedom means freedom to realise one's true potential while leading a life of respect, equality and dignity.

9 What did Mandela think for oppressor and oppressed? **CBSE 2011**

Ans. Mandela always thought that both the oppressor and the oppressed are deprived of their humanity. According to him the oppressor is a prisoner of hatred and he is locked behind the bars of prejudice and narrow mindness. So both of them need to be liberated. He always desired people to live with dignity and respect.

10 What did the display of jets and military salute symbolise?

Ans. There was a spectacular show of South African jets and troop carriers over the Union Buildings. The highest generals of the military and police saluted President Mandela. It was a clear demonstration of military's loyalty to democracy as well as to a free and fairly elected government.

11 What does Mandela refer to as 'extraordinary human disaster'?

Ans. By mentioning 'an extraordinary human disaster', Mandela is referring to the practice of apartheid followed in South Africa. This meant that there was racial segregation based on colour, due to which the blacks suffered a lot. They were not allowed to demand freedom and did not have any right.

Long Answer (LA) Type Questions

[5 Marks each]

1 What do you think about the obligations which the author is talking about? Also describe his feelings for them.

Ans. In the chapter, the author has talked about two obligations for every man. The first obligation is towards his family, parents, wife and children. The second is towards his community and his country. Being a social person, one has to fulfill these obligations. But being a black in South Africa, a man was not free to perform his obligations. He got punished if he tried to live as a human being.

When Mandela was a child, the author never thought of such obligation. But as he grew older and started thinking about them in his oppressive society, he realised that he cannot fulfill them. In his attempt to fulfill his duty to his people, community and nation, he was taken away from his family and home. He had to live in secrecy. He could never fulfill his duty towards his family as a son, a brother, a husband and a father.

Mandela couldn't enjoy the fulfillment of his twin obligations. However, he fought for his people so that they could enjoy their freedom of performing their personal as well as social duties.

2 Describe the value of freedom for human beings and how it is important for the growth of civilisation and humanism as described in the lesson 'Nelson Mandela : Long Walk to Freedom'. **CBSE 2014**

Ans. The value of freedom is better known to that human being who has not enjoyed it till he gets it. A person, who is bounded within limits and not allowed to perform his duties freely, values freedom more than anyone else. For instance, the value of freedom is known better to Mandela who remained

EXAM PRACTICE

behind bars for most of his life. Think about a bird or animal which is caged, as it has the habit of living with full freedom, but in the cage, it is not free and its condition is very pitiable.

Similarly, life becomes hell if we are deprived of freedom. There is no growth of civilisation as it grows only when one has freedom. Similarly, humanism grows in the atmosphere of freedom. If a man is free to do his duties, he can produce better results. An oppressed person always commits mistakes and is unable to perform well, so freedom is important for the growth of civilisation.

3 Why was Nelson Mandela overwhelmed with a sense of history? How did he succeed in ending the apartheid regime in South Africa? **CBSE 2020**

Ans. On the day of the inauguration, Mandela was overwhelmed with a sense of history. After looking at the loyalty displayed by the armed force to the new non-racial government, Mandela remembered how the same officers used to imprison him. He remembered that in the first decade of the 20th century and before his birth, the white skinned people of South Africa came together and created a system of racial discrimination against the dark-skinned people of their own land. This system was one of the most inhumane and violent system that the world had ever seen.

When Nelson realised that the black people of his nation were not free, he joined African National Congress to work for their freedom. Freedom for him became feedom of the people of his community to live with respect and dignity. To get it, he became a bold criminal who had to spend 30 years in prison. To work for his country, he could not do anything for his family. In the fight for freedom, he fight along with many other courageous freedom fighters who even sacrificed their lives for the cause. As a result, after long years of struggles, the black African people became free and a non-racial government was set up in South Africa.

Self Assessment

Extract Based Questions

Read the following extracts carefully and choose the correct option.

1 I knew that the oppressor must be liberated just as surely as the oppressed. A man who takes away another man's freedom is a prisoner of hatred; he is locked behind the bars of prejudice and narrow-mindedness. I am not truly free if I am taking away someone else's freedom, just as surely as I am not free when my freedom is taken from me. The oppressed and the oppressor alike are robbed of their humanity.

(i) Why did Mandela feel that oppressor must be liberated?
  (a) Because an oppressor is also not free to do anything.
  (b) Because an oppressor is a prisoner of hatred.
  (c) Because oppressor is locked behind the bars.
  (d) All of the above

(ii) What has been robbed off from the oppressed and the oppressor alike?
  (a) Their hatred (b) Their prejudice (c) Their humanity (d) Their wisdom

(iii) When is a man not truly free according to Nelson Mandela?
  (a) When a man takes away someone else's freedom.
  (b) When a man takes away someone's family from them.
  (c) When a man does not show humanity.
  (d) When a man is narrow-minded.

(iv) What is the meaning of word – 'Prejudice' as used in the extract?
  (a) Strong dislike for someone (b) Strong liking for someone
  (c) Arrogant (d) Rude

(v) Pick the word from the passage which means opposite to 'soothe'.
  (a) Prejudice (b) Hatred (c) Humanity (d) Oppress

2 In life, every man has twin obligations—obligations to his family, to his parents, to his wife and children; and he has an obligation to his people, his community, his country. In a civil and humane society, each man is able to fulfill those obligations according to his own inclinations and abilities. But in a country like South Africa, it was almost impossible for a man of my birth and colour to fulfill both of those obligations. In South Africa, a man of colour who attempted to live as a human being was punished and isolated. In South Africa, a man who tried to fulfil his duty to his people was inevitably ripped from his family and his home and was forced to live a life apart, a twilight existence of secrecy and rebellion. I did not in the beginning choose to place my people above my family, but in attempting to serve my people, I found that I was prevented from fulfilling my obligations as a son, a brother, a father and a husband.

(i) What are the twin obligations mentioned in the above extract?
   (a) Obligation to parents and wife.
   (b) Obligation to children and countrymen.
   (c) Obligation to community and country.
   (d) Obligation to family and country.

(ii) Why was it impossible to fulfill these obligations in South Africa?
   1. Because of the policy of Apartheid.
   2. Because they were born Black.
   3. Because they were born White.
   4. Because it was not allowed in South Africa.

   Choose the correct option
   (a) Both 2 and 3 (b) Only 3 (c) Both 1 and 2 (d) Only 4

(iii) What happened if a Black tried to fulfil his obligation?
   (a) He was isolated from his family.
   (b) He was made a rebel.
   (c) He was punished.
   (d) All of these

(iv) When did Mandela find that he was prevented from fulfilling my obligations as a son, a brother, a father and a husband?
   (a) In an attempt to serve his people.
   (b) In an attempt to serve his country.
   (c) In an attempt to serve his family.
   (d) In an attempt to serve his parents.

(v) Find the word in the extract which has same meaning as duty.
   (a) fulfil (b) ssolation (c) obligation (d) forced

Short Answer (SA) Type Questions

3 What did the military generals do on that day?

4 Why does Mandela address the freedom as 'newborn liberty'?

5 Why does Mandela say that the sacrifices of the African patriots cannot be repaid?

Long Answer (LA) Type Questions

6 If you had been in place of Nelson Mandela, what could you have done?

7 What were the thoughts of Nelson Mandela on the auspicious day in the history of South Africa?

8 Do you think there is colour or caste prejudice in our own country? How can we uproot it? What is your stand on it? Should we discriminate on the basis of caste or colour?

CHAPTER
03

Two Stories About Flying

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Chapter Overview

This story is about a family of Seagulls. There was a young seagull in the family who was unable to fly even after several tries. The story highlights the importance of family and friends in one's life. It also gives the message that one needs to believe in self to overcome all the hurdles of own life.

About the Characters

Family of Seagull's six members in the family of Seagulls.

Young Seagull One who is unable to fly due to fear.

I. His First Flight

by Liam O' Flaherty

Summary

The Young Seagull's Fear of Flying

The young Seagull was alone on his ledge (cliff). His two brothers and his sister had already learnt to fly. The young Seagull was afraid to fly because of the long stretch and depth of the sea. He thought that his wings will not support him. So, he ran back to his hole on the ledge.

Therefore, the young Seagull failed to gather up the courage to fly. His father and mother tried to persuade him to fly. They scolded and even threatened him, that if he does not try to fly, they would let him die of hunger. But young Seagull did not move.

Parents Leave the Young Seagull Alone

Twenty four hour passed and no body came near him. All the day, the young Seagull watched his parents teaching his brothers and sister how to fly. They were also teaching them how to skim the waves and how to dive for catching the fish. He had seen his elder brother catch the first herring (a soft-finned sea fish). When he ate it, his parents praised him. The whole family taunted the young Seagull for his cowardice.

The Hungry Seagull

As the time passes, the young Seagull could not tolerate the hunger and the heat. He moves closer to the ledge and pretends to fall asleep but nobody takes notice of him.

His two brothers and his sister were sleeping and his father was cleaning his feathers on his white back. Only his mother noticed him. She was standing high on the plateau with a fish. As the young Seagull saw the food, he felt more hungry.

The Mother's Trick

Realising his madness for the food, his mother tried to tempt him with pieces of fish. Initially, she tore the fish in the manner the young seagull loved to eat. This sight maddened the young seagull. Then, the mother flew nearer to him which filled young Seagull with joy.

However, the mother stopped near the edge of the ledge. Out of excitement and hunger, the young Seagull ran towards the mother and dived for the fish.

The Joy of Flight

Initially, the Seagull was scared and screamed with fear when he dived. But soon he felt his wings spread outwards and he began to fly slowly downwards and upwards. He was no longer afraid of flying.

The Family's Celebration

Soon his parents, brothers and sister flew around him. When all the family members landed on the green sea, they called the young Seagull to be with them.

As the young Seagull landed on the green sea, his legs sank into it. He tried to fly again but he was tired and weak with hunger.

Finally, his feet sank into the green sea, his belly touched it and he was floating on it. The family members praised him and offered him pieces of dogfish as he had made his first flight.

WORD MEANINGS

The given page numbers correspond to the pages in the prescribed textbook.

Word	Meaning
PAGE 32	
ledge	a narrow horizontal shelf
brink	edge
flap	to move wings up and down
muster up	gather
plunge	dive
desperate	a great need or desire
PAGE 33	
shrilly	sharply
upbraiding	rebuking
starve	die of hunger
skim	moving lightly over an area or surface
dive	quick and sudden downward movement
herring	a kind of fish
devour	eat at a great speed
cackle	a sharp sound
taunting	a remark made to make someone angry or upset
cowardice	lack of courage
blazing	shining with great heat, burning
PAGE 34	
dozing	sleeping lightly
preening	smoothing feathers with beak
scraped	rubbed
maddened	made mad
whet	to increase interest in it
derisively	mockingly
plaintively	sorrowfully
leaned out	bent his body outward
PAGE 35	
tapping	beating lightly
halted	stopped
monstrous	very fearful
seized	caught
headlong	head downwards
soaring	flying upwards
dizzy	confused, spinning
swooped	pounced
curveting	moving with an action resembling a horse's leap
banking	flying with one wing higher than the other
commended	praised
ridges	wavy edges
cawed	to utter a cry
beckoning	signalling

NCERT FOLDER

Thinking about the Text (Page 36)

1 Why was the young Seagull afraid to fly? Do you think all young birds are afraid to make their first flight, or are some birds more timid than others? Do you think a human baby also finds it a challenge to take its first step? **CBSE 2019**

Ans. The young Seagull was afraid to fly because he felt that his wings would not support him and he would fall from a great height.

Yes, when something is done for the first time, it is a bit challenging and fearful. All birds get afraid while making their first flight. However, it is also a fact that some birds are more timid than the other and consequently take more time to fly.

Just like a bird, a human baby is also afraid of taking the first step and finds it challenging.

2 "The sight of the food maddened him." What does this suggest? What compelled the young Seagull to finally fly?

Ans. This suggests that the young Seagull was hungry and when he saw food his hunger increased.

It was his hunger that ultimately compelled him to fly. His hunger intensified when he saw his mother tearing up a piece of fish that lay at her feet. He cried to her, begging her to get some food. So, she flew towards him with a fish in her beak and stopped at some distance. Unable to control himself, the young Seagull dived for food. Naturally, his wings spread out and he began to fly.

3 "They were beckoning to him, calling shrilly." Why did the Seagull's father and mother threaten him and cajole him to fly?

Ans. Unlike his younger siblings, the poor Seagull could not gather enough courage to take his first flight. Thus, his parents taunted him for being a coward. They threatened and cajoled him so that he might also take his first flight. They thought that hunger would make him fly looking for his food. They did this to remove his fear of flight.

4 Have you ever had a similar experience, where your parents encouraged you to do something that you were too scared to try?

Ans. Yes, I had a similar experience while learning to ride a bicycle in class VI. In my initial attempts, I fell down every time and developed a fear of cycling which was difficult to overcome.

My father encouraged me to overcome the fear and helped in learning cycling. He took me on a small hill near our village, made me sit and asked me to put my hands on the handle and feet on the pedals. When he pushed me, the cycle moved and I enjoyed it without fear, which developed my confidence. Thus, I overcame my fear of cycling and started riding a cycle regularly after a little practice.

5 In the case of a bird flying, it seems a natural act, and a foregone conclusion that it should succeed. In the examples you have given in answer to the previous question, was your success guaranteed, or was it important for you to try, regardless of a possibility of failure?

Ans. In the example I have given as an answer to the previous question, it is evident that initially my success was not guaranteed. I was afraid of failure and did not even want to try cycling. But I was encouraged and motivated to do so.

I had to try, regardless of the possibility of failure. I had to put in efforts and hard work. With the willingness and determination, my success became guaranteed as when someone is determined, success is assured.

Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and choose the correct option.

1 That was twenty four hours ago. Since then nobody had come near him. The day before, all day long, he had watched his parents flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish. He had, in fact, seen his elder brother catch his first herring and devour it, standing on a rock, while his parents circled around raising a proud cackle.

(i) Whom does 'he' represent in the given extract?
(a) The seagull (b) The pigeon
(c) The parrot (d) The pilot

(ii) What were his parents teaching his brothers and sisters?
(a) To perfect the art of flying.
(b) To skim the waves.
(c) To dive for fish.
(d) All of the above

(iii) He couldn't fly like his brothers and sister because
(a) he was very lazy.
(b) he was very scared of flying.
(c) he didn't like to fly.
(d) None of the above

(iv) What had his elder brother done?
(a) He had caught his first herring.
(b) He was flying.
(c) He was taunting him.
(d) He was eating his fish.

(v) The word ...... in the extract means to 'move lightly just above the surface of the sea'.
(a) flying (b) waves
(c) skim (d) dive

Ans. (i) (a) The seagull
(ii) (d) All of the above
(iii) (b) he was very scared of flying.
(iv) (a) He had caught his first herring.
(v) (c) skim

2 He waited a moment in surprise, wondering why she did not come nearer and then, maddened by hunger, he dived at the fish. With a loud scream he fell outwards and downwards into space. Then a monstrous terror seized him and his heart stood still. He could hear nothing. But it only lasted a minute. The next moment he felt his wings spread outwards.

(i) The Seagull had been feeling
(a) tired (b) angry
(c) hungry (d) regretful

(ii) Why did his mother stop midway while giving him the fish?
(a) She was mad at him.
(b) To get him to fly out of hunger.
(c) She didn't want to give him the fish.
(d) She got tired.

(iii) Which word does 'Seized' not correspond to?
(a) Liberated (b) Captured
(c) Annexed (d) Confiscated

(iv) The phrase 'his wings spread outwards' means
(a) he fell off the cliff. (b) he was drowning.
(c) he started flying. (d) he was happy.

(v) The phrase .... means 'he became very frightened'.
(a) with a loud scream
(b) monstrous terror seized him
(c) his heart stood still
(d) he could hear nothing

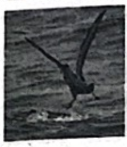
Ans. (i) (c) hungry
(ii) (b) To get him to fly out of hunger.
(iii) (c) Annexed
(iv) (c) he started flying.
(v) (b) monstrous terror seized him

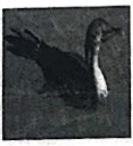
3 The day before, all day long, he had watched his parents flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish. He had, in fact, seen his older brother catch his first herring and devour it, standing on a rock, while his parents circled around raising a proud cackle. And all the morning the whole family had walked about on the big plateau midway down the opposite cliff taunting him with his cowardice.

(i) Based on the given sentence 'while his parents circled around raising a proud cackle.'
Now what according to you would human parents say in such a case?

(a) Well done!
(b) Oh no!
(c) Ready?!
(d) Really!?

(ii) Choose the image which is nearest to 'skim the waves'.


(1)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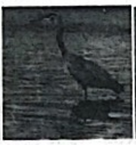
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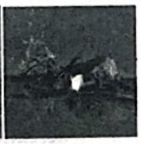
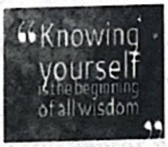
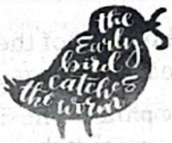

(4)

(a) Image (1)
(b) Image (2)
(c) Image (3)
(d) Image (4)

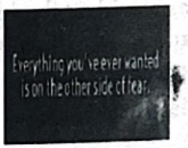
(iii) Imagine that the young sea gull attended a workshop on inspiration and confidence building and received a couple of pieces of advice.
Choose the option that reflects these pieces of advice, most relevant to his situation.


"Knowing yourself is the beginning of all wisdom"

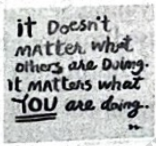
(1)


the Early bird catches the worm

(2)


Everything you've ever wanted is on the other side of fear.

(3)


it Doesn't matter what others are Doing. it matters what YOU are doing.

(4)

(a) (1) and (2)
(b) (2) and (3)
(c) (3) and (4)
(d) (1) and (4)

(iv) Which of the following feelings did the young sea gull, NOT feel according to the given context?
"...all day long, he had watched his parents flying about with his brothers and sister..."
(1) sad (2) incompetent (3) excluded
(4) ungrateful (5) inspired (6) jealous
(7) anxious

(a) 1, 3, 6
(b) 2, 5, 7
(c) 2, 3, 7
(d) 4, 5, 6

(v) Select the most appropriate option for the following:
devour : guzzle: : nibble : ....

(a) chew
(b) savour
(c) peck
(d) gulp

Ans. (i) (a) Well done! (ii) (c) Image (3)
(iii) (c) (3) and (4) (iv) (d) (4), (5), (6)
(v) (c) peck

4 He just felt a bit dizzy. Then he flapped his wings once and he soared upwards. "Ga, ga, ga, Ga, ga, ga, Gaw-col-ah," his mother swooped past him, her wings making a loud noise. He answered her with another scream. Then his father flew over him screaming. He saw his two brothers and his sister flying around him curveting and banking and soaring and diving. Then he completely forgot that he had not always been able to fly and commended himself to dive and soar and curve, shrieking shrilly.

(i) Why did the young sea gull feel dizzy?
(a) He hadn't eaten anything for a day.
(b) He was dizzy with excitement.
(c) He was wary of heights.
(d) He was flying for the first time.

(ii) How would you describe the screams of the sea gulls in the given extract?
(a) Elation
(b) Bewilderment
(c) Shock
(d) Protection

(iii) What do the line "he completely forgot that he had not always been able to fly" imply?
(a) Great confidence the young sea gull had in his skills.
(b) Naturalness of the act of flying for the young sea gull.
(c) Satisfaction and joy of flying together as a family.
(d) Desire of the young sea gull to leave his fears behind.

(iv) Choose the option that correctly sequences the movements of the young sea gulls brothers and sister.
(a) The young sea gull's brothers and sister flew by tilting their wings, rose high, made darting movements and plunged headfirst.
(b) The young sea gull's brothers and sister flew by plunging headfirst, making darting movements, titled their wings and rose high.
(c) The young sea gull's brothers and sister flew with darting movements, titled their wings, rose high and plunged headfirst.
(d) The young sea gull's brothers and sister flew by rising high, plunging headfirst, making darting movements and tilting their wings.

(v) Which of the following mirrors the use of the literary device in "shrieking shrilly"?
(a) Sparkling saga
(b) Singing soft
(c) Slippery sloppily
(d) Sneeze silently

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Ans. (i) (d) He was flying for the first time.
(ii) (a) Elation
(iii) (b) Naturalness of the act of flying for the young sea gull.
(iv) (c) The young sea gull's brothers and sister flew with darting movements, titled their wings, rose high and plunged head first.
(v) (d) Sneeze silently

Short Answer (SA) Type Questions

[2/3 Marks each]

1 How did the Seagull's parents try to make him fly? **CBSE 2019**

Ans. The young Seagull's parents tried hard to make him fly. They scolded him and threatened him to let him starve. But the young Seagull could not gain courage to fly. Then, they taunted him. Finally, the young Seagull's mother tempted him with food which resulted in making him fly.

2 What had the young Seagull watched his parents doing the day before?

Ans. The day before, the young Seagull had watched his parents making his brothers and his sister perfect in the art of flying. They were teaching them how to skim the waves and how to dive for fish.

3 When did the young Seagull get over his fear of flying over the sea?

Ans. The young Seagull got over his fear of flying over the sea when his mother taught him a bitter lesson. His family left him alone on the ledge to starve. His mother was tearing pieces of fish. By seeing his mother with food, his hunger increased. He was forced to attempt his first flight so as to take the food offered by his mother.

4 What was the young Seagull's experience during his first flight?

Ans. As the young Seagull fell from the ledge, he was filled with fear. But soon, his wings spread out and he found himself flying. Upon realising that he was finally flying, the young Seagull was overjoyed. He screamed with joy as he was no longer afraid of flying.

5 How did the young Seagull and his family celebrate his first flight? **CBSE 2016**

Ans. When the young Seagull started flying he was filled with joy and delight. His family came near him and were flying around him. They celebrated the young Seagull's first flight. They screamed with joy and praised him. They even offered him pieces of dog fish to eat.

6 "The sight of the food maddened him". What does this suggest? **CBSE 2020**

Ans. The phrase 'The sight of the food maddened him' suggests that the young Seagull was very hungry. As the young Seagull was afraid to fly, his parents refused to give him any food. So, when he saw food, his hunger increased.

Long Answer (LA) Type Questions

[5 Marks each]

1 "They were beckoning to him, calling shrilly." Why did the Seagull's parents threaten him and cajole him to fly? Compare it with your experiences when your parents encouraged you to do something for the first time?

Ans. The young Seagull's parents wanted him to fly just like his two brothers and sister. So, when he got too afraid to fly, the young Seagull's parents scolded him and even threatened him to let him to die of hunger. To motivate the young Seagull to fly, his parents even taunted him. But he could not muster (gather) up courage to do so. Finally, his mother tempted the young Seagull with food. This trick was successful and the young Seagull finally started to fly. The policy used by the young Seagull's parents was to encourage the young Seagull whom they loved and cared.

The situation faced by the Seagull are similar to the situations we face in our lives. We are also filled with fear while doing a thing for the first time like riding a bicycle, swimming or travelling alone, etc. In these circumstances, our family especially parents encourage or sometimes even pressurise us to move ahead. Even though they know that it could be a failure, still they give us a boost to excel. The result of such a behaviour can be seen in the young Seagull.

2 How did the mother make the young Seagull come out of his fear and teach him the art of flying?

Ans. The mother made the young Seagull come out of his fear and taught him the art of flying by leaving him hungry for a long time.

When his family left him alone on the ledge, he felt alone and was very hungry. They tried hard to make him fly but he never showed the courage to try. His mother knowingly tore a piece of fish near him and flew to him with it. She came close to him but stopped at a distance. The young Seagull was surprised at his mother's ignorance of his pitful condition. Thus, he dives at the fish and started falling downwards.

Initially, the Seagull was scared and screamed with fear when he dives. But soon he felt his wings spread outwards and begins to fly slowly downwards and upwards.

When all the family members landed on the green sea, they called the young Seagull to be with them. As the young Seagull landed on the green sea, his legs sank into it. He tried to fly again but he was tired and weak with hunger. Finally, his feet sank into the green sea, his belly touched it and he was floating on it.

3 Do you think that the Seagull's family loved him? Justify their attitude towards him.

ns. Yes, the Seagull's family loved him. The young Seagull had two brothers and a sister. His parents flew with them to leave him alone on the ledge, as he could not gather up the courage to fly with them. His parents could have fed him, but they refused to give him any food. They wanted him to fly and dive for his food. They threatened to let him starve. They did so because they loved him.

The parents were right in what they did because they wanted to teach him the importance of confidence and self-reliance. They wanted him to learn to do things himself. Thus, it was important for him to learn to fly, dive and search his own food. In the end also when he started flying, his family was filled with joy.

So, the attitude that the Seagull family showed to him was actually their love, care and concern for him.

4 Was the young Seagull same bird at the beginning and at the end of the lesson? Compare and contrast two kinds of the same Seagull in the lesson.

Ans. No, the young Seagull was not the same bird at the beginning and at the end of the lesson. In the beginning, the young Seagull used to be all alone on his ledge. His two brothers and sister had flown away the day before.

He had been afraid of flying with them. Whenever he tried to flap his wings, he was seized with fear. He felt certain that his wings would never support him. His father and mother flew around calling to him shrilly. They were constantly scolding and taunting him. They were threatening to let him starve on his ledge unless he flew away.

However, the young seagull was more confident and sure of his success in the end. He was maddened by hunger and dived towards the fish. After trials and errors, his wings spread outwards. He was soaring gradually downward forgetting all his hesitations and fears. He could float on the ocean now. His success was welcomed by his family as he has conquered his fear of flying.

Self Assessment

Extract Based Questions

Read the following extracts carefully and answer the following questions

1 He dropped his legs to stand on the green sea. His legs sank into it. He screamed with fright and attempted to rise again flapping his wings. But he was tired and weak with hunger and he could not rise, exhausted by the strange exercise. His feet sank into the green sea, and then his belly touched it and he sank no further. He was floating on it, and around him his family was screaming, praising him and their beaks were offering him scraps of dog-fish.

(i) Who is 'he' in the above extract?
- (a) The young Seagull's brother
- (b) The young Seagull's father
- (c) The young Seagull
- (d) None of the above

(ii) Why could he not rise?
- (a) He was tired and weak with hunger.
- (b) He fell in the sea.
- (c) He got hurt while flying.
- (d) His legs were shaking.

(iii) Why was his family praising him?
- (a) He made his first flight.
- (b) He ate scraps of dogfish.
- (c) He conquered his fear.
- (d) Both (a) and (c)

(iv) What was his family offering him?
- (a) Fish
- (b) Scraps of dog-fish
- (c) Grass in the sea
- (d) Water to drink

(v) Find out a word from the extract which means the same as 'tired out'.
- (a) Sank
- (b) Rise
- (c) Scream
- (d) Exhausted

2 The young Seagull was alone on his ledge. His two brothers and his sister had already flown away the day before. He had been afraid to fly with them. Somehow when he had taken a little run forward to the brink of the ledge and attempted to flap his wings he became afraid. The great expanse of sea stretched down beneath and it was such a long way down – miles down. He felt certain that his wings would never support him; so he bent his head and ran away back to the little hole under the ledge where he slept at night.

(i) When did the young Seagull's brothers and sister learn to fly?
- (a) A day before
- (b) On that day
- (c) Two days before
- (d) Four days before

(ii) What was the young Seagull afraid of?
- (a) To fly in the sky.
- (b) To land in the sea.
- (c) To fly over the vast sea.
- (d) All of the above

(iii) What did the young seagull feel about his wings?
- (a) He did not born to fly.
- (b) He did not have wings to fly.
- (c) His wings are different than those of his family members.
- (d) They would never support him.

(iv) Where did he run to hide?
- (a) Little hole under the ledge.
- (b) On the brink of the cliff.
- (c) On a tree.
- (d) In his mother's wings.

(v) Pick out the word from the extract that means the same as the verge.
- (a) Ledge
- (b) Brink
- (c) Beneath
- (d) Expanse

Short Answer (SA) Type Questions

3 Why did the young Seagull fail to muster up his courage to fly?

4 What happened to the young Seagull when his family left him alone on the ledge?

5 Do you sympathise with the young Seagull? Give reasons in support of your view.

Long Answer (LA) Type Questions

6 Why did the young Seagull not go with the rest of the family? Why was he afraid to fly?

7 Do you think that the young Seagull would have never tried to fly if the Seagull family hadn't left him alone without food? Why or why not?

II. The Black Aeroplane

by Frederick Forsyth

Chapter Overview

The story highlights the fact that with courage and determination, we can face all the challenges and troubles that comes in our lives. In the story, the narrator was flying his Dakota Aeroplane from France to England. Suddenly, he was surrounded and caught into black clouds. He survives due to his courage and tireless efforts and lands safely to the Airport. His survival was a miracle.

About the Characters

The Narrator A pilot who was flying his Dakota aeroplane over France back to England but lost his way due to a storm.

The Pilot of Black Aeroplane A pilot who was flying the black aeroplane. He helped the narrator to find the way in the storm.

The Woman The woman working in the control centre whom the narrator asked about the unknown friend in the black aeroplane.

Summary

The Narrator's Trip to England

The narrator was flying his old Dakota aeroplane over France back to England at night. The sky was clear and moon was shining. He was dreaming of his holiday and looking forward to be with his family.

It was 1:30 in the morning. When the narrator looked down, he saw the lights of Paris city infront of him. He called the Paris Control to get instructed about the way. Paris Control advised him to turn 12 degrees West.

Appearance of Storm Clouds

When the narrator reached 150 km beyond Paris, he suddenly saw huge storm clouds infront of him. He knew that it was not possible to fly up and over the clouds. He also did not have enough fuel to go around the clouds. First, he thought of going back to Paris. However, the thought of breakfast with his family, made him determined to fly through the clouds.

A Risky but Brave Decision

The narrator decided to take the risk and flew into the storm, but everything went out of control. He was unable to see because everything outside the plane was black.

The aeroplane jumped and twisted in the air. His compass stopped working. He tried to contact the Paris Control for directions but his radio had also stopped working. Consequently, he was totally lost in the storm.

A Black Aeroplane Appears

When the narrator was lost in the storm, he saw another black aeroplane near him. It had no lights on its wings. Its pilot's face was turned towards him. The pilot in black aeroplane raised his hand and signalled the narrator to follow him. The narrator felt that the pilot of the black aeroplane wanted to help him. So, he followed the strange aeroplane.

Narrator Follows Black Aeroplane

The narrator followed the black aeroplane for about half an hour. Now, he could only fly the plane for five or ten minutes. He felt frightened again. But suddenly he saw two straight lines of lights ahead of him on the ground. They were the lights of an airport's runway. When he turned to look for the black aeroplane, he could not see it anywhere. He was able to land safely which gave him a sigh of relief.

The Black Aeroplane Remains a Mystery

After landing, the narrator went to the control centre of the airport. He asked the woman in the control centre about the mysterious plane. He wanted to find out where the other plane was and wanted to thank its pilot for guiding him in the storm. However, the woman looked at him strangely and laughed. She told him that there was no other plane flying except his on such a stormy night. The narrator was surprised at this. He wondered who had helped him.

WORD MEANINGS

The given page numbers correspond to the pages in the prescribed textbook.

Word	Meaning
PAGE 37	
countryside	a rural area
twisted	to rotate around a fixed point
PAGE 38	
obedient	one who is ready to follow order or request
dead	had stopped working
glad	relieved
PAGE 39	
strangely	surprised
radar	a machine used for locating objects at various distances

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NCERT FOLDER

Thinking about the Text (Page 40)

1 'I'll take the risk'. What is the risk? Why does the narrator take it?

Ans. The risk referred to here is the decision of the narrator to fly through the storm clouds. The narrator took the risk because he wanted to go home and to have his breakfast with his family in England next day.

2 Describe the narrator's experience as he flew the aeroplane into the storm.

Ans. The narrator had a very frightening experience in the storm. As he entered the storm, his plane started jumping and twisting. He could not see anything outside the plane as it was totally dark. When he looked at the compass and other instruments, they had stopped functioning. It was a terrible experience for him.

Suddenly, he saw another black aeroplane by his side. The pilot of the plane signalled him to follow. The narrator followed it and soon landed safely.

3 Why does the narrator say, "I landed and was not sorry to walk away from the old Dakota…"?

Ans. The narrator said this because he had a terrible experience of flying. He had entered a storm cloud in his old Dakota aeroplane. While in the cloud, the plane turned and twisted and all its equipments had stopped working. So when he had landed safely, he was not sorry for leaving the plane. He was infact relieved and happy.

4 What made the woman in the control centre look at the narrator strangely?

Ans. The woman in the control centre looked at the narrator strangely because the narrator asked her about a black aeroplane, whereas the airport's radar screen showed no plane except the narrator's plane in the sky during that stormy night.

5 Who do you think helped the narrator to reach safely? Discuss this among yourselves and give reasons for your answer.

Ans. It is very difficult to say about the unknown pilot who helped the narrator to reach safely. But, probably it was the narrator himself who overcame his fear in the storm as no other plane was seen in the radar except the narrator's Dakota plane. In that fearsome situation, he might have been imagining. He himself was a good pilot and brave enough, thus, he helped himself in landing safely.

Thinking about Language *(Page 40)*

I. *Study the sentences given below.*

(a) They looked like black mountains.

(b) Inside the clouds, everything was suddenly black.

(c) In the black clouds near me, I saw another aeroplane.

(d) The strange black aeroplane was there.

The word 'black' in sentences (a) and (c) refers to the very darkest colour. But in (b) and (d) (here) it means without light/with no light.

'Black' has a variety of meanings in different contexts. For example:

(a) 'I prefer *black* tea' means 'I prefer tea without milk'.

(b) 'With increasing pollution the future of the world is *black*' means 'with increasing pollution the future of the world is very depressing/without hope'.

Now, try to guess the meanings of the word 'black' in the sentences given below. Check the meanings in the dictionary and find out whether you have guessed right.

1 Go and have a bath, your hands and face are absolutely *black* ....

Ans. The meaning of 'black' in this sentence is that the face and hands are dark because of dust and dirt.

2 The taxi-driver gave Ratan a *black* look as he crossed the road when the traffic light was green. ....

Ans. Here, 'black' refers to an angry look.

3 The bombardment of Hiroshima is one of the *blackest* crimes against humanity. ....

Ans. Here, 'blackest' refers to the darkest and cruellest crime against humanity.

4 Very few people's enjoy Harold Pinter's *black* comedy ....

Ans. Here, 'black' refers to dark and gloomy comedy.

5 Sometimes shopkeepers store essential goods to create false scarcity and then sell these in *black*. ....

Ans. The meaning of 'black' in this sentence is that the shopkeepers sell the described goods 'at a higher price'.

6 Villagers had beaten the criminal *black* and blue. ....

Ans. Here, 'black' means that the criminal suffered excessive beating at the hands of the villagers.

II. *Look at these sentences taken from the lesson you have just read :*

(a) I was flying my old Dakota aeroplane.

(b) The young Seagull had been afraid to fly with them.

In the first sentence, the narrator was controlling an aircraft in the air. In the second sentence, the Seagull was afraid to move through the air, using its wings.

Match the phrases given under Column A with their meanings given under Column B :

A	B
1. Fly a flag	(a) Move quickly/suddenly
2. Fly into rage	(b) Be successful
3. Fly along	(c) Display a flag on a long pole
4. Fly high	(d) Escape from a place
5. Fly the coop	(e) Become suddenly very angry

Ans. 1. (c), 2. (e), 3. (a), 4. (b), 5. (d)

Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and answer the questions that follow.

1 Suddenly I came out of the clouds and saw two long straight lines of lights in front of me. It was a runway! An airport! I was safe! I turned to look for my friend in the black aeroplane, but the sky was empty. There was nothing there. The black aeroplane was gone. I could not see it anywhere.

(i) The pilot saw when he came out of the clouds ..... .

(a) a bird (b) runway lights of an airport

(c) an airplane (d) None of these

(ii) Choose the option that lists the set of statements that are NOT TRUE according to the given extract.

1. I was struck in stormy clouds.
2. I landed safely because of his courage.
3. One of the rangers at the airport helped him.
4. The black aeroplane was just an imaginary existence.
5. The pilot remembered a rumour regarding the black aeroplane.
6. The pilot wanted to thank the black aeroplane.

(a) 1 and 2 (b) 3 and 5

(c) 4 and 6 (d) All of these

(iii) Why did the narrator turned back?

(a) To see his friend in the black airplane.

(b) To help his friend.

(c) To show runway to his friend.

(d) To say thank you to his friend.

(iv) What does 'sky was empty' mean in this extract?

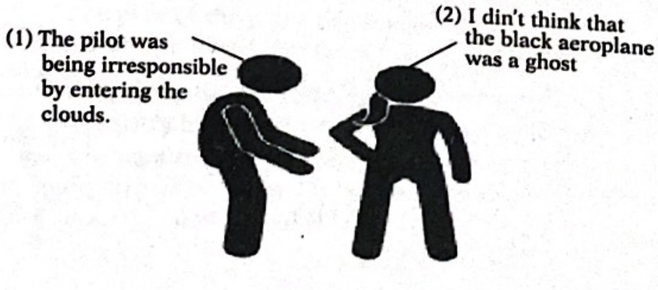
(a) No bird was visible in the sky.

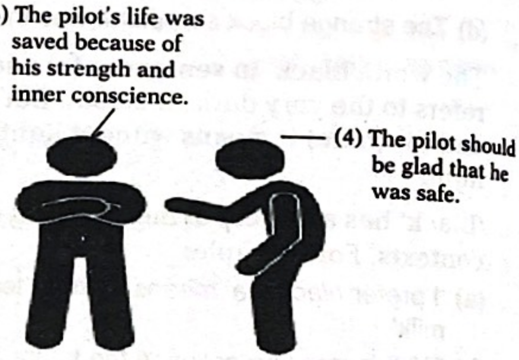
(b) There was no other aeroplane in the sky.

(c) The weather was stormy, therefore empty.

(d) The black aeroplane had landed.

(v) Pick the option that correctly classifies Fact/s(F) and Opinion/s (O) of the students below.


(1) The pilot was being irresponsible by entering the clouds.
(2) I din't think that the black aeroplane was a ghost


(3) The pilot's life was saved because of his strength and inner conscience.
(4) The pilot should be glad that he was safe.

Ans. (i) (b) runway lights of an airport

(ii) (b) 3 and 5

(iii) (a) To see his friend in the black airplane.

(iv) (b) There was no other aeroplane in the sky.

(v) (b) F- 3 and O-1,2,4

2 I landed and was not sorry to walk away from the old Dakota near the control tower. I went and asked a woman in the control centre where I was and who the other pilot was. I wanted to say 'Thank you'. She looked at me very strangely, and then laughed. 'Another aeroplane? Up there in this storm? No other aeroplanes were flying tonight. 'Yours was the only one I could see on the radar."

(i) The pilot asked the woman in the control tower about ....

(a) his friend

(b) other plane and its pilot

(c) weather

(d) breakfast

(ii) Choose the option that lists the set of statements that are NOT TRUE according to the given extract.

1. He was a pilot
2. His plane had malfunctioned while flying.
3. He had entered a storm.
4. He was helped by a black aeroplane.
5. He was very adventurous and courageous.
6. He wanted to learn flying from the other pilot of the black aeroplane.

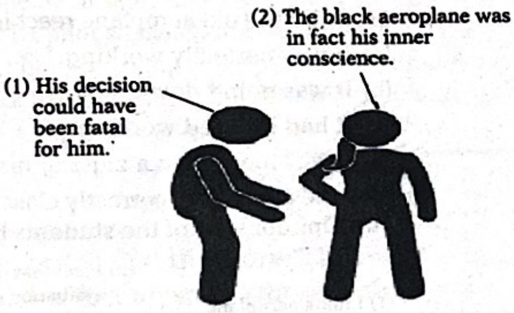
(a) 1 and 3 (b) 2 and 6

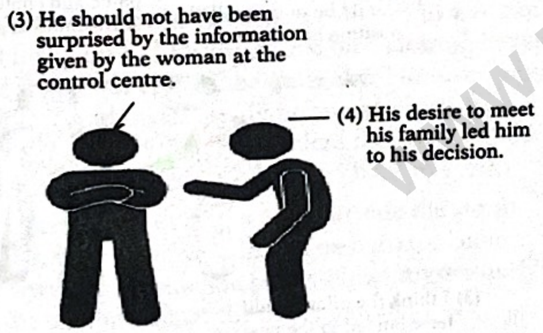
(c) 4 and 5 (d) Only 6

(iii) Why was the narrator shocked after hearing the woman's word?
(a) Because she told him that no other plane was flying that night.
(b) Because she told him that his plane was only plane seen on radar.
(c) Because she told him that no plane has landed on the airport.
(d) Both (a) and (b)

(iv) What is old Dakota?
(a) A town from where the pilot took off.
(b) A town where the pilot landed.
(c) The name of the plane the pilot had been flying.
(d) The other aeroplane.

(v) Pick the option that correctly classifies Fact/s(F) and Opinion/s (O) of the students below.


(1) His decision could have been fatal for him.
(2) The black aeroplane was in fact his inner conscience.


(3) He should not have been surprised by the information given by the woman at the control centre.
(4) His desire to meet his family led him to his decision.

(a) F-1,3 and O-2,4 (b) F- 2,3 and O-1,4
(c) F-3,4 and O-1,2 (d) F-1,4 and O-2,3

Ans. (i) (b) other plane and its pilot
(ii) (b) 2 and 6 (iii) (d) Both (a) and (b)
(iv) (c) The name of the plane the pilot had been flying.
(v) (d) F-1,4 and O-2,3

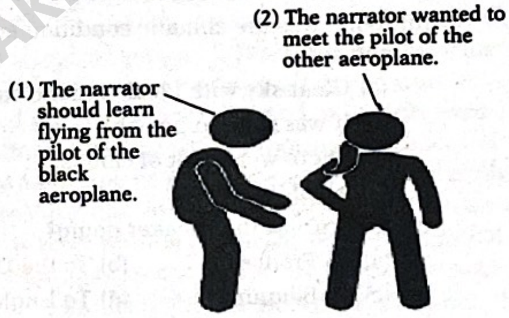
3 "Another aeroplane? Up there in this storm? No other aeroplanes were flying tonight. Yours was the only one I could see on the radar". So who helped me to arrive there safely without a compass or a radio and without any more fuel in my tanks? Who was the pilot on the strange black aeroplane, flying in the storm, without lights?

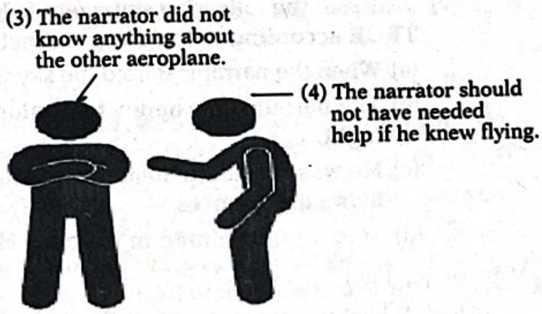
(i) 'I' in the above lines is
(a) woman at the control centre.
(b) a man at the control centre.
(c) the narrator.
(d) the narrator's friend.

(ii) Choose the option that lists the set of statements that are NOT TRUE according to the given extract.
1. The other aeroplane was called the black aeroplane.
2. The other aeroplane had the narrator's mentor.
3. The other aeroplane was the narrator's inner conscience.
4. The other aeroplane helped the narrator through the storm clouds.
5. The other aeroplane was a ghost plane.
6. The narrator was aware of the mysterious nature of the other aeroplane.

(a) 4 and 5 (b) 1,3 and 6
(c) 3 and 6 (d) 2,5 and 6

(iii) Pick the option that correctly classifies Fact/s(F) and opinion/s (O) of the students given below.


(1) The narrator should learn flying from the pilot of the black aeroplane.
(2) The narrator wanted to meet the pilot of the other aeroplane.


(3) The narrator did not know anything about the other aeroplane.
(4) The narrator should not have needed help if he knew flying.

(a) F-1,4 and O-2,3 (b) F-2,4 and O-1,3
(c) F-2,3 and O-1,4 (d) F-1,3 and O- 2,4

(iv) The word .... represents an instrument that tells directions.
(a) radar (b) radio
(c) compass (d) tanks

(v) Why did the narrator desire to meet the pilot of the black aeroplane?
(a) To ask him what he was doing there.
(b) To thank him.

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(c) To meet him and ask him to teach him flying.

(d) To invite him to breakfast.

Ans. (i) (c) the narrator (ii) (d) 2,5 and 6

(iii) (a) F-1,4 and O-2,3 (iv) (c) compass

(v) (b) To thank him.

4 The moon was coming up in the East, behind me and stars were shining in the clear sky above me. There wasn't a cloud in the sky. I was happy to be alone high up above the sleeping countryside.

(i) The profession of the speaker of the given extract is

(a) Air traffic controller (b) Instructor

(c) Pilot (d) None of these

(ii) What does the speaker wants to convey by the phrase 'the sleeping countryside'?

(a) That it was night time and everybody was sleeping.

(b) That it was night time and everything was normal.

(c) That it was night time and stars were shining in the clear sky.

(d) None of the above

(iii) What was the climatic condition according to the speaker?

(a) Clear sky with ideal climatic conditions.

(b) It was raining heavily.

(c) There were a lot of clouds.

(d) All of the above

(iv) Where was the speaker going?

(a) To France (b) To the US

(c) To Belgium (d) To England

(v) Which of the following statement is NOT TRUE according to the above extract?

(a) When the narrator started the sky was clear.

(b) The narrator was happy to fly alone that night.

(c) He was dreaming about his colleagues flying experiences.

(d) Stars were shinning in the clear sky.

Ans. (i) (c) Pilot

(ii) (a) That it was night time and everybody was sleeping.

(iii) (a) Clear sky with ideal climatic conditions.

(iv) (d) To England

(v) (c) He was dreaming about his colleagues flying experiences.

5 Inside the clouds, everything was suddenly black. It was impossible to see anything outside the aeroplane. The old aeroplane jumped and twisted in the air. I looked at the compass. I couldn't believe my eyes: the compass was turning round and round and round. It was dead. It would not work!

(i) The weather at this time was ....

(a) clear (b) stormy

(c) sunny (d) None of these

(ii) What happened to the compass of the pla

(a) It had malfunctioned.

(b) It was dead.

(c) It was working properly.

(d) It was broken.

(iii) Why was it impossible to see anything outside the aeroplane?

(a) As there were hailstorms outside.

(b) As there were dark clouds all around.

(c) It was night time.

(d) All of the above

(iv) How did the old aeroplane react in the clouds

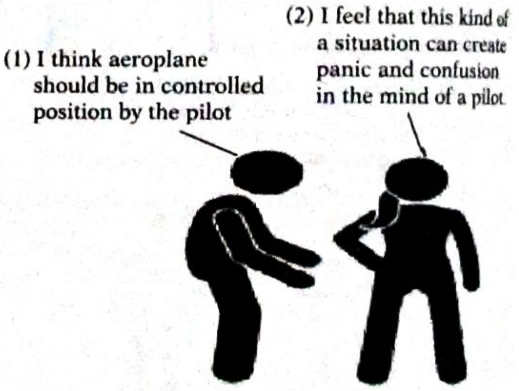
(a) It was perfectly working.

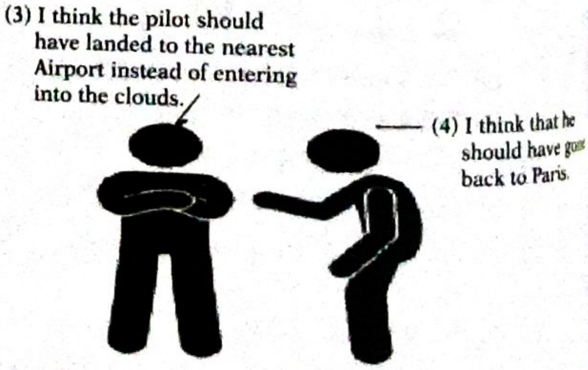
(b) It was going down.

(c) It had stopped working.

(d) It was moving in a zig-zag manner.

(v) Pick the option that correctly classifies Facts(F and Opinions(O) of the students below.


(1) I think aeroplane should be in controlled position by the pilot
(2) I feel that this kind of a situation can create panic and confusion in the mind of a pilot


(3) I think the pilot should have landed to the nearest Airport instead of entering into the clouds.
(4) I think that he should have gone back to Paris.

(a) F-1, 2 and O-3, 4 (b) F-2, 3 and O-1, 4

(c) All are opinions (d) All are facts

Ans. (i) (b) stormy

(ii) (a) It had malfunctioned.

(iii) (b) As there were dark clouds all around.

(iv) (d) It was moving in a zig-zag manner.

(v) (c) All are opinions

Short Answer (SA) Type Questions

[2/3 Marks each]

1 **Describe the narrator's feelings while he was flying his aeroplane back to England.**

Ans. The narrator was feeling calm and contented while flying his aeroplane back to England. It was the only aeroplane in the sky above the quiet countryside and he was happy for it. He was enjoying the sight of the moon and the stars in the clear night sky. The narrator was also excited because he knew that if he reached on time, he would be able to have a good breakfast with his family.

2 **Why did the narrator follow the pilot of another aeroplane?** **CBSE 2016**

Ans. The narrator followed the pilot of another aeroplane because he had lost his way in the storm clouds. Its pilot signalled him to follow him. He thought he was trying to help him. So he followed the black aeroplane, to get out of the clouds safely.

3 **Why did the narrator want to meet the pilot of the black aeroplane?**

Ans. The narrator wanted to meet the pilot of the black aeroplane because he wanted to thank its pilot. He had saved the narrator's life by guiding him out of the storm clouds. He had landed safely at an airport.

4 **What is the message that narrator wants to give to the readers through the lesson 'the Black Aeroplane?**

Ans. The message that narrator wanted to convey to his readers was to never lose hope in the most hopeless situation. The narrator was really in such a hopeless situation when he lost contact with Paris control and all his instruments were dead. It was the mysterious pilot who helped him and gave him a hope to survive in such a situation.

Long Answer (LA) Type Questions

[5 Marks each]

1 **Do you agree that the story 'The Black Aeroplane' is a mystery story? Justify.**

Ans. Yes, I agree that this is a mystery story. The narrator was flying his old Dakota plane on a clear night sky. The flying was easy in the quite sky. However, very suddenly and mysteriously he saw black storm clouds in the sky. He had limited fuel, so he could neither fly over the clouds nor go back to Paris.

So he entered the storm clouds. Inside the storm clouds, everything was dark. The narrator couldnot see anything outside the plane. Again mysteriously, all the equipments of the plane had stopped working and the narrator was lost.

Suddenly, a mysterious black plane with no lights came. Its pilot guided him through the black clouds.

He took him out of a dangerous situation and led him to safely. After the narrator had landed, he wanted to thank the pilot for helping him. But he was surprised to know that only his aeroplane was seen on the radar.

Hence, 'The Black Aeroplane' is a mystery story.

2 **How did the narrator get out of the storm in the night to land safely?** **CBSE 2016**

Ans. When the narrator got into the black storm clouds, he was frightened. Everything was dark around him and he could not see anything outside. His plane was twisting and turning and all its equipments had stopped working. Suddenly, the narrator saw a black aeroplane with no lights by his side. Its pilot signalled the narrator to follow. The narrator obeyed the pilot and was relieved to have received help from him. The black aeroplane went ahead of the narrator's plane so that the narrator could easily follow. After half an hour, the narrator was terrified because there was less fuel in the tank and it would only allow the plane to fly for five or ten minutes. However, suddenly the narrators plane came out of the storm above a runway. So, the narrator landed his plane safely.

3 **Why and when did the narrator say that 'everything' was going well, it was an easy flight?** **CBSE 2020**

Ans. In the story, 'The Black Aeroplane', the narrator was a pilot who was flying his own aeroplane Dakota over France to go to England. While flying, the atmosphere around him was very quiet. It was a clear night and the moon was coming in the East and the stars were shining in the sky. The aeroplane enjoyed a smooth flight over a serene countryside. While flying his Dakota, the narrator was dreaming of his holiday and looking forward to having English breakfast with his family. He contacted Paris control centre for directions and was asked to turn 12 degrees West. In total, the flight till now was easy and comfortable. No problems have yet being encountered and it was an enjoyable journey. At this time, the narrator said that everything was going well, it was an easy flight.

Self Assessment

Extract Based Questions

Read the following extracts carefully and answer the following questions

1 Paris was about 150 kilometers behind me when I saw the clouds. Storm clouds. They were huge. They looked like black mountains standing in front of me across the sky – I knew I could not fly up and over them, and I did not have enough fuel to fly around them to the north or south.

(i) What happened when the pilot was about 150 kilometers away from Paris?
  - (a) He saw storm clouds
  - (b) It started raining
  - (c) He noticed a spy jet at a close distance
  - (d) The level of fuel fell below the danger mark

(ii) What does the author compare the clouds to?
  - (a) A monster
  - (b) Black mountains
  - (c) Dragon
  - (d) Angel

(iii) Find out the word in the extract which is similar in meaning to 'sufficient'.
  - (a) Huge
  - (b) Over
  - (c) Enough
  - (d) Across

(iv) What does 'storm clouds' means in the extract?
  - (a) Colourful clouds
  - (b) Foggy clouds
  - (c) Yellow and red clouds
  - (d) Huge and dark clouds

(v) Why could the pilot not fly north or south to the clouds?
  - (a) The engine of the plane was not working properly
  - (b) He did not have enough fuel
  - (c) The clouds covered the plane completely
  - (d) The pilot could not see anything

2 There was no answer. The radio was dead too. I had no radio, no compass, and I could not see where I was. I was lost in the storm. Then, in the black clouds quite near me, I saw another aeroplane. It had no lights on its wings, but I could see it flying next to me through the storm. I could see the pilots face turned towards me. I was very glad to see another person. He lifted one hand and waved.

"Follow me", he was saying. "Follow me."

'He knows that I am lost', I thought, 'He's trying to help me.'

(i) From where did the narrator expect a answer?
  - (a) From England Control Station
  - (b) From his friend
  - (c) From Paris Control Station
  - (d) From his co-pilot

(ii) Why did the narrator could not get an answer?
  - (a) His compass was not working.
  - (b) He could not hear anything.
  - (c) He was lost in the storm.
  - (d) His radio was not working.

(iii) Why was the writer glad?
  - (a) To see another aeroplane in that storm.
  - (b) He could connect to Paris Control Station
  - (c) He reached England safely
  - (d) He returned to Paris

(iv) What did he see in the black clouds?
  - (a) A black aeroplane flying next to hi
  - (b) A white aeroplane flying next to hi
  - (c) A big storm.
  - (d) None of the above

(v) What was strange about the second plane?
  - (a) It had no pilot.
  - (b) It had no lights on its wings.
  - (c) Its engine was off.
  - (d) It was not moving.

Short Answer (SA) Type Questions

3 Where was the narrator going and why?

4 What problems did the pilot of the old Dakota plane face in the clouds?

5 How did the pilot of the black aeroplane help the narrator in the clouds?

Long Answer (LA) Type Questions

6 How had the narrator been rescued from the storm that night? Explain. What will be you reaction if you encounter such a situation?

7 'God helps those who help themselves'. Do you think this statement is true with reference to 'The Black Aeroplane'? Elaborate.

CHAPTER

04

From the Diary of Anne Frank

by Anne Frank

Chapter Overview

This chapter is an extract from the diary of Anne Frank, 13 years old Jewish girl. She writes everything about her life in her diary and considers it her true friend. At the time of invasion of German over Holland, her family hid itself. At that time, she started to write in her diary. She spent her adolescent years hidden from outside world, and her diary kept all her secrets. The diary was published by her father after her death in 1945.

About the Characters

Anne Frank A thirteen year old Jewish girl who writes a diary while she is hiding in Amsterdam from the Nazis during World War II.

Margot Frank Anne's sister, she is three year older than Anne.

Otto Frank Anne's father, a Jewish businessman who has left Germany after Hitler's rise to power, hoping to find refuge in Holland.

Mrs Edith Hollander Frank Anne's mother, she is the source of many conflicts with Anne during the two years that the family spends in hiding.

Mrs Kuperus She was the headmistress of Anne Frank's Montessori School.

Mr Keesing Anne's teacher who punishes her as he gets annoyed by her talkative nature.

Summary

Anne's Need to Write a Diary

Anne Frank, a thirteen year old girl, was gifted a diary by her father. She found writing to be a strange experience. She had never written a diary before. In her first entry, she expressed her desire to confide everything to the diary. She felt that paper had more patience than people. She thought that nobody would be interested in reading her diary.

Anne considered the diary to be a real friend with whom she could share all her secrets. She did not have any such friend. Even though Anne had a loving family and a number of friends but she could only talk to them about ordinary things. Therefore, Anne felt the need to write a diary and she began writing from June 1942. She made it her best friend and called her 'Kitty'.

Anne's Childhood and Family

Anne felt that a brief sketch of her family and life so far was necessary. She believed that it would help others to understand what she was going to write in her diary. Anne called her father, Otto Frank the most adorable father. He was 36 years old when he married her mother Edith Hollander Frank who was 25 years old.

She further told that her elder sister, Margot was born in 1926 and she herself was born on 12   June, 1929. Her parents emigrated to Holland in 1933. At that time Anne and her sister lived with their grandmother in Aachen. After their parents settled down in Holland, Anne and her sister went to them.

Anne's Schooling

Anne studied at the Montessori nursery school till she was six years old. At her farewell, she and her headmistress Mrs Kuperus had tears in their eyes. Mrs Kuperus gave her a heart breaking farewell.

Anne's Grandmother's Death

Anne had great love for her grandmother. When the grandmother fell ill in the summer of 1941 and had an operation, Anne was very sad. Her grandmother died in January 1942. So Anne lit a candle in her memory on her own birthday in June.

Anne's School Result and her views about Teachers

After explaining about her life, Anne started her diary entry for 20th June, 1942. She started by writing about her day in the school when the teachers were going to tell the result.

All the students are afraid and they did not know who would enter the next class. Anne knew that she and her friends would go to the next class. She was only worried about Maths. She always considered teachers to be the most unpredictable creatures on the earth. So she told her friends not to lose hope.

Anne's Talkative Nature and Punishment by Mr Keesing

Anne was a good student and had a good relationship with all the teachers except Mr Keesing, who taught her Maths. He was always annoyed by her talkative nature.

He used to give her extra homework as punishment. So, he punished her by giving her extra homework. He asked her to write an essay on the topic 'A Chatterbox'.

Completion of Extra Homework

After completing her normal homework, Anne started thinking about the essay 'A Chatterbox'. Anne was unable to understand what she could write in the essay. She started writing to consider it the necessity. She wrote the three pages for her satisfaction. She defined it as a feature of a student and also mentioned that she inherited this trait from her mother who was also very talkative.

More Punishments for Anne

Mr Keesing read the essay in the class and laughed on it. In another lesson when she talked, she was punished again. He gave her another essay as a punishment on the topic 'An Incorrigible Chatterbox' Mr Keesing did not complain for two lessons after she submitted the essay. However, during the third lesson he caught Anne talking again.

So he punished her again asked to write an essay on 'Quack, Quack, Quack, Said Mistress Chatterbox'. This made the class laugh. Anne realised that Mr Keesing was making fun of her.

Anne Mocks Mr Keesing Amusingly with her Homework

Anne wanted to write something interesting and different this time. So, with the help of her friend Sanne who was good at poetry, she wrote an essay in verse. The poem was about three baby ducklings of a father swan and a mother duck. The father swan bit the ducklings until they died because they quacked too much.

Mr Keesing took the joke in the right way. He read the poem in the class as well as in other classes. Since then, Anne was allowed to talk and had not been assigned any extra homework. A change has come in Mr. Keesing and he started making/cracking jokes in the class.

WORD MEANINGS

The given page nos. correspond to the pages in the prescribed textbook.

Word	Meaning
Page 50	
musings	thoughts
listless	lacking energy or enthusiasm
brooding	thinking seriously
stiff-backed	with a hard cover
prompted	encouraged
confide	to tell someone a secret
liable	responsible
long awaited	expected for a long time
jot	write, put together
Page 51	
plunge	to go into
adorable	lovable
emigrated	went to settle
plunked down	put down forcefully
solemn	serious, grave
Page 52	
quaking	shaking because of fear
forthcoming	about to happen
outbursts	a sudden release of a strong emotion
staked	put on bet
pleading	requesting
glances	looks
outbursts	after Anne explained her life she
dummies	persons of low intelligence
fogey	a dull, old-fashioned person
assigned	given
chatterbox	one who speaks too much
tucked	carried
ramble on	write at length
convincing	making agreeable
Page 53	
inherited traits	features taken from one's parents
proceeded	went ahead / forward
incorrigible	incurably bad, something that cannot be corrected
ingenuity	skill
quacked	talked
Page 54	
on the contrary	opposite to

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Activity *(Page 49)*

1 Do you keep a diary? Given below under 'A' are some terms we use to describe a written record of personal experience. Can you match them with their descriptions under 'B'?
(You may look up the terms in a dictionary if you wish.)

	A	B
(i)	Journal	A book with a separate space or page for each day, in which you write down your thoughts and feelings or what has happened on that day.
(ii)	Diary	A full record of a journey, a period of time or an event, written every day.
(iii)	Log	A record of a person's own life and experiences (usually, a famous person).
(iv)	Memoir(s)	A written record of events with times and dates, usually official.

Ans.

	A	B
(i)	Journal	A full record of a journey, a period of time or an event, written every day.
(ii)	Diary	A book with a separate space or page for each day, in which you write down your thoughts and feelings or what has happened on that day.
(iii)	Log	A written record of events with times and dates, usually official.
(iv)	Memoir(s)	A record of person's own life and experiences (usually, a famous person).

2 Here are some entries from personal records. Use the definitions given in the previous question to decide which of the entries might be from a diary, a journal, a log or a memoir.

(i) I woke up very late today and promptly got a scolding from Mum! I can't help it — how can I miss the FIFA World Cup matches?

(ii) 10:30 AM Went to the office of the Director
01:00 PM Had lunch with Chairman
05:45 PM Received Rahul at the airport
09 : 30 PM Dinner at home

(iii) The ride to Ooty was uneventful. We rested for a while every 50 km or so and used the time to capture the magnificent landscape with my HandyCam. From Ooty we went on to Bangalore. What a contrast! The noise and pollution of this once-beautiful city really broke my heart.

(iv) This is how Raj Kapoor found me — all wet and ragged outside RK Studios. He was then looking for just someone like this for a small role in *'Mera Naam Joker'* and he cast me on the spot. The rest, as they say, is history!

Ans. (i) A diary (ii) A log (iii) A journal (iv) A memoir

Oral Comprehension Check *(Page 51)*

1 What makes writing in a diary a strange experience for Anne Frank?

Ans. Writing in a diary was a strange experience for Anne Frank as she had never written anything earlier. She also thought that nobody will be interested in reading the thoughts of a thirteen year old girl.

2 Why does Anne want to keep a diary?
CBSE 2019

Ans. Anne wants to keep a diary because she feels that she has no true and sincere friend with whom she could share her secrets. She believed that she could do so with her diary who would act as her best friend.

3 Why did Anne think she could confide more in her diary than in people?

Ans. Anne thought that she could confide more in her diary than people because she felt that paper had more patience than people to listen to her thoughts. So, it was easier for her to write all kinds of thoughts which she had in her mind in her diary.

4 Why does Anne provide a brief sketch of her life?

Ans. Anne provides a brief sketch of her life in her diary because she thought it would help the readers to understand her stories in diary.

5 What tells you that Anne loved her grandmother?

Or Describe Anne's love for her grandmother.
CBSE 2016

Ans. Anne loves her grandmother so much. She stayed with her grandmother when she was four years old and her parents were settling in Holland. After her grandmother died, Anne often thought about her and lit a candle for her on her own birthday.

Oral Comprehension Check *(Page 54)*

1 Why was Mr Keesing annoyed with Anne? What did he ask her to do?

Ans. Mr Keesing, the Maths teacher was annoyed with Anne because she talked too much in the class.

Mr Keesing asked Anne to do extra homework as a punishment and asked her to write an essay on the topic 'A Chatterbox'.

2 How did Anne justify her being a chatterbox in her essay?

Ans. Anne justified her being a chatterbox in her essay, by explaining that talking was a student's trait and that she would try to cure it. But she finds being talkative to be an incurable as she had gained this trait from her mother and no one can cure an inherited trait.

3 Do you think Mr Keesing was a strict teacher?

Ans. Yes, I think Mr Keesing was a strict teacher, but he was not rigid. He expected discipline and silence in his class while he was teaching. He punished Anne by asking her to write an essay on 'A Chatterbox'. When Anne wrote a convincing essay, he received it with a good laugh/humour.

However, when Anne continued with her talking, he punished her again. This time the topic of the essay was 'An Incorrigible Chatterbox'. Even after this when she kept on talking, he asked her to write on the topic 'Quack Quack Quack, said Mistress Chatterbox". as a punishment. He was trying to play a joke on her. However, Anne came up with a brilliant poem in response. He read this poem in the class, acknowledging its content. Therefore, in regard of these events, Mr. Keesing cannot be entirely labelled as a strict teacher. He was fun-loving too.

4 What made Mr Keesing allow Anne to talk in class?

Or How did Mr Keesing's attitude towards Anne change? **CBSE 2019**

Ans. Anne wrote the essay on the topic 'Quack Quack Quack' said Mistress Chatterbox' in the form of a poem. She wrote that a father swan had bit his ducklings to death for quacking too much. Mr Keesing liked this essay and changed his attitude towards Anne. Since then, he had allowed Anne to talk in class.

Thinking about the Text *(Page 54)*

1 Was Anne right when she said that the world would not be interested in the musings of a 13 year old girl?

Ans. No, Anne was not right when she said that the world would not be interested in the musings of a thirteen year old girl.

The world became interested in her musings when her diary was published under the name 'The Diary of a Young Girl'. It was translated from its original Dutch language into many languages. It became one of the world's most widely read books.

2 There are some examples of diary or journa entries in the 'Before You Read' section. Compare these with what Anne writes in her diary. What language was the diary originally written in? In what way is Anne's diary different?

Ans. Anne's diary was essentially written as a diary of a young teenager and her life. Today, her diary resembles a memoir.

Anne's diary was initially written in Dutch language.

Anne's diary is different because it was a lot personal than other diaries. Her diary was her friend with whom she could share all her secrets. She had also named it Kitty.

3 Why does Anne need to give a brief sketch about her family? Does she treat 'Kitty' as an insider or an outsider?

Ans. Anne needs to give a brief sketch about her family to make it understandable for anyone who reads it. According to her, no one would understand her life if she did not give an overview of her life.

For Anne, her diary 'Kitty' is her friend with whom she could share all her secrets. She, therefore, thinks of it as an insider.

4 How does Anne feel about her father, her grandmother, Mrs Kuperus and Mr Keesing? What do these tell you about her?

Ans. Anne felt that her father, Otto Frank, was the most adorable father she had ever seen.
She loved her grandmother very much and after her death, thought a lot about her.
Anne was very attached to her teacher, Mrs Kuperus and cried on separation from her.
Anne felt that his Maths teacher, Mr. Keesing was very strict and always annoyed with her for her talkative nature. However, Anne was able to justify her talkative nature everytime she was punished by Mr. Keesing. On each occasion, he was impressed by the manner in which she presented her arguments.

Anne's attachment with the people around her shows that she was very lovable and smart. She was also obedient and hardworking.

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5 What does Anne write in her first essay?

Ans. In her first essay, Anne wrote about her talkative nature. She tried to justify her trait as a characteristic of every student. She also stated that she would try to cure it but was not sure she would be able to do so. She wrote that she had inherited this trait from her mother and no one can cure an inherited trait.

6 Anne says teachers are most unpredictable. Is Mr Keesing unpredictable?

Ans. Yes, Mr Keesing is unpredictable. In the beginning, he gave Anne unusual punishments. However, finally he pardons her altogether. Anne felt that teachers were the most unpredictable creatures on Earth. First she was punished by having to write an essay on 'A Chatterbox'. In this way, he tried to play a joke on her. Each time that he asked her to write such essays, she wrote very well. She kept countering his jokes.

One could not have predicted that he would take all the jokes in the right spirit. Finally, he accepted her talkative nature. He actually allowed her to talk in class. He did not even assign her extra homework any more. It shows that Mr Keesing was unpredictable.

7 What do these statements tell you about Anne Frank as a person?

(i) We don't seem to be able to get any closer and that's the problem. Maybe it's my fault that we don't confide in each other.

(ii) I don't want to jot down the facts in this diary the way most people would, but I want the diary to be my friend.

(iii) Margot went to Holland in December and I followed in February, when I was plunked down on the table as a birthday present for Margot.

(iv) If you ask me, there are so many dummies that about a quarter of the class should be kept back, but teachers are the most unpredictable creatures on earth.

(v) Anyone could ramble on and leave big spaces between the words, but the trick was to come up with convincing arguments to prove the necessity of talking.

Ans. (i) Anne was reserved, due to which she was not able to make friends.

(ii) Anne wanted to be different and original.

(iii) Anne has a good sense of humour. She knows how to narrate events in a family.

(iv) Anne was intelligent.

(v) Anne knew how to write convincingly and give acceptable arguments.

Thinking about Language *(Page 55, 56, 57)*

1. Match the compound words under 'A' with their meanings under 'B'. Use each in a sentence.

S.No.	A	B
1.	Heart-breaking	(a) Obeying and respecting the law.
2.	Homesick	(b) Think about pleasant things, forgetting about the present.
3.	Blockhead	(c) Something produced by a person, machine or organisation.
4.	Law-abiding	(d) Producing great sadness.
5.	Overdo	(e) An occasion when vehicles/ machines stop working.
6.	Daydream	(f) An informal word which means a very stupid person.
7.	Breakdown	(g) Missing home and family very much.
8.	Output	(h) Do something to an excessive degree.

Ans. 1. (d), 2. (g), 3. (f), 4. (a), 5. (h), 6. (b), 7. (e), 8. (c)

1 It was heart-breaking to know that I had failed the Maths exam this year.

2 I became homesick very soon after I started staying in the school hostel.

3 Tarun is a real blockhead as he could even answer the questions of simple addition.

4 Sarvjeet is a law-abiding driver as he has never been fined by the police even after ten years of driving.

5 Please do not overdo your kindness towards me, as it will spoil me.

6 Ravinder will start to daydream if we keep him idle for long.

7 We had a power breakdown in our locality last night for 4 hours.

8 His daily output of work is much above the average.

2 Now find the sentences in the lesson that have the phrasal verbs given below. Match them with their meanings. (You have already found out the meanings for some of them.) Are their meanings the same as that of their parts? (Note that two parts of a phrasal verb may occur separated in the text).

1.	Plunge in	(a) Speak or write without focus
2.	Kept back	(b) Stay indoors
3.	Move up	(c) Make (them) remain quiet
4.	Ramble on	(d) Have a good relationship with
5.	Get along with	(e) Give an assignment (homework) to a person in authority (the teacher)
6.	Calm down	(f) Compensate
7.	Stay in	(g) Go straight to the topic
8.	Make up for	(h) Go to the next grade
9.	Hand in	(i) Not promoted

Ans.

	Pharasal Verb	Meaning Option	Whether its meaning is the same as its parts (Yes/No)
1.	Plunge in	(g)	No
2.	Kept back	(i)	Yes
3.	Move up	(h)	Yes
4.	Ramble on	(a)	No
5.	Get along with	(d)	No
6.	Calm down	(c)	Yes
7.	Stay in	(b)	Yes
8.	Make up for	(f)	No
9.	Hand in	(e)	No

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Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and answer the questions that follow.

1 To enhance the image of this long–awaited friend in my imagination, I don't want to jot down the facts in this diary the way most people would do, but I want the diary to be my friend and I'm going to call this friend 'Kitty'.

(i) Who is the long-awaited friend mentioned in the extract?
- (a) Mrs Kuperus
- (b) Anne's grandmother
- (c) Her diary
- (d) Margot

(ii) Anne Frank decided to maintain a diary because …………
- (a) she had no close friends.
- (b) she was a good writer.
- (c) she loved to express her thoughts.
- (d) she wanted to be different.

(iii) She wanted to write in her diary about
- (a) her family.
- (b) each and every details of her life.
- (c) her perspectives.
- (d) her school.

(iv) ……… means 'to write something quickly'.
- (a) Long-awaited
- (b) Jot down
- (c) To enhance
- (d) Call his friend Kitty

(v) Which of the following is TRUE about the characteristic of Anne Frank?
- (a) She was an out spoken and extrovert person.
- (b) She was a reserved and introvert person.
- (c) She shares everything with her friends.
- (d) She was a careless person.

Ans. (i) (c) Her diary
(ii) (a) she had no close friends.
(iii) (b) each and every details of her life.
(iv) (b) jot down
(v) (b) She was a reserved and introvert person.

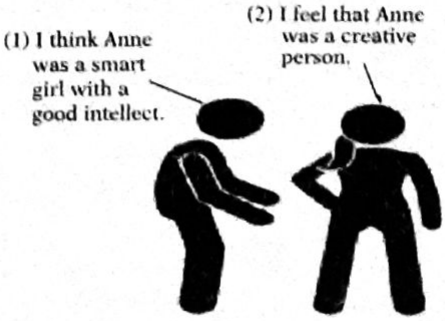
2 That evening, after I'd finished the rest of my homework, the note about the essay caught my eye. I began thinking about the subject while chewing the tip of my fountain pen. Anyone could ramble on and leave big spaces between the words, but the trick was to come up with convincing argument to prove the necessity of talking.

(i) Anne was asked to write an essay on
- (a) Necessity of Talking
- (b) A Chatterbox
- (c) Need of Talking
- (d) None of these

(ii) What does she write in her essay?
- (a) That it is inherited.
- (b) It is habitual.
- (c) She cannot cure it.
- (d) All of these

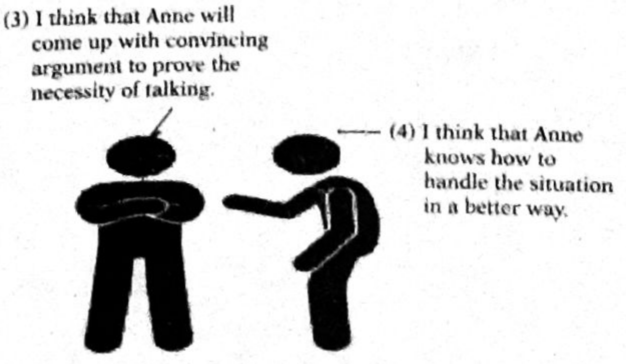
(iii) Why was she assigned the essay?
- (a) It was a homework.
- (b) It was a project.
- (c) It was a punishment.
- (d) It was for the school magazine.

(iv) Pick the option that correctly classifies Facts (F) and Opinions (O) of the students below.



(1) I think Anne was a smart girl with a good intellect.

(2) I feel that Anne was a creative person.



(3) I think that Anne will come up with convincing argument to prove the necessity of talking.

(4) I think that Anne knows how to handle the situation in a better way.

- (a) F- 1, 2 and O- 3, 4
- (b) F- 2, 3, 4 and O- 1
- (c) F- 2, 4 and O- 1, 3
- (d) F- 3 and O- 1, 2, 4

(v) ……… in the extract means' to write aimlessly for long'.

(v) .... in the extract means' to write aimlessly for 'long'.

(a) Caught (b) Ramble

(c) Convincing (d) Necessity

Ans. (i) (b) A Chatterbox (ii) (a) That it is inherited

(iii) (c) It was a punishment

(iv) (d) F- 3 and O- 1, 2, 4

(v) (b) Ramble

3 I wrote the three pages Mr Keesing had assigned me and was satisfied. I argued that talking is a student's trait and that I would do my best to keep it under control, but that I would never be able to cure myself of the habit, since my mother talked as much as I did.

(i) Mr Keesing asked Anne to write

(a) an essay on herself.

(b) an essay on chatterbox.

(c) an essay on her friend.

(d) an essay on her family.

(ii) Anne argued that

(a) talking was a necessary trait for any student.

(b) sleeping was a necessary trait for any student.

(c) cleaning was a necessary trait for any student.

(d) thinking was a necessary trait for any student.

(iii) Who was Mr Keesing?

(a) Anne's relative (b) Anne's teacher

(c) Anne's counsellor (d) Anne's principal

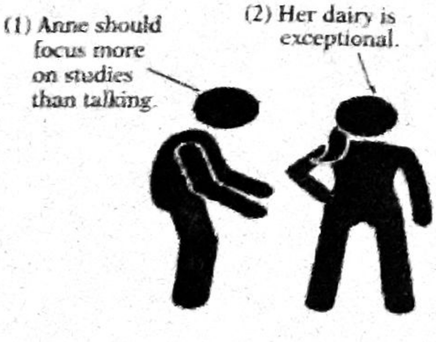
(iv) Choose the option that lists the set of sentences that are NOT TRUE according to the given extract.

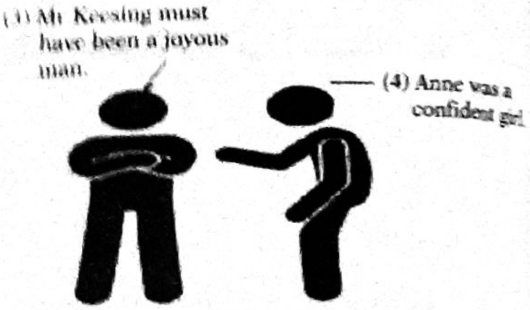
1. Anne Frank was very talkative.
2. She was punished for her talkative nature.
3. She had inherited that trait from her mother.
4. Mr Keesing was satisfied with her essay.
5. Anne was punished thrice.
6. She was failed by Mr Keesing.

(a) Only 6 (b) 1 and 2

(c) 3 and 4 (d) Only 5

(v) Pick the option that correctly classifies Fact/s (F) and Opinion/s (O) of the students below.


(1) Anne should focus more on studies than talking.
(2) Her dairy is exceptional.


(3) Mr Keesing must have been a joyous man.
(4) Anne was a confident girl

Ans. (i) (b) an essay on chatterbox.

(ii) (a) talking was a necessary trait for any student.

(iii) (b) Anne's teacher

(iv) (a) Only 6

(v) (d) All are opinions

4 "'Paper has more patience than people' I thought of this saying on one of those days when I was feeling a little depressed and was sitting at home with my chin in my hands, bored and listless, wondering whether to stay in or go out. I finally stayed where I was, brooding: Yes, paper does have more patience, and since I'm not planning to let anyone else read this stiffbacked notebook grandly referred to as a 'diary', unless I should ever find a real friend, it probably won't make a bit of difference."

(i) What do you imply by 'Paper has more patience than people.'

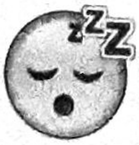
(a) Anne believed in the power of writing more than speaking to people.

(b) Anne felt that she could pour her heart out on paper without any hindrance.

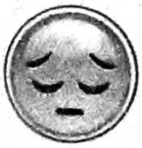
(c) Anne had more faith in sharing her thoughts and feelings with paper.

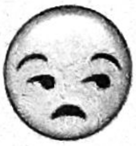
(d) Anne felt that she could share her feelings openly on paper.

(ii) Pick out the emoticon which clearly brings out the meaning of 'listless' as used in the extract?



(1)


(2)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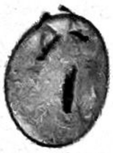

(4)

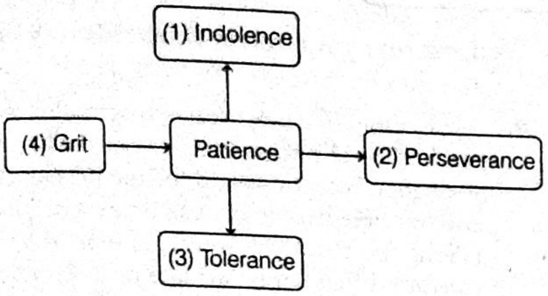
(a) Option (1)

(b) Option (2)

(c) Option (3)

(d) Option (4)

(iii) Pick the option that is ODD one out with reference to the meaning of 'patience'.



(a) Option (1) (b) Option (2)
(c) Option (3) (d) Option (4)

(iv) Pick the qualities that would Anne expect her diary to have if it were a 'real friend'.

1. Optimistic
2. Good listener
3. Confident
4. Energetic
5. non-judgemental
6. outgoing
7. ambitious

(a) 1 and 4 (b) 5, 6 and 7
(c) 2, 3 and 5 (d) 3 and 7

(v) Pick out the sentence that brings out the meaning of 'brooding' as used in the extract.

(a) The mysterious house on the hill is still brooding above the village.
(b) The people at the stock market always keep brooding about the gains.
(c) He was brooding over the matter and took a long time to decide.
(d) Suspense and drama were brooding at the site of the investigation.

Ans. (i) (b) Anne felt that she could pour her heart out on paper without any hindrance.
(ii) (c) Option (3) (iii) (a) Option (1)
(iv) (c) 2, 3 and 5
(v) (c) He was *brooding* over the matter and took a long time to decide.

5 "Mr Keesing had a good laugh at my arguments, but when I proceeded to talk my way through the next lesson, he assigned me a second essay. This time it was supposed to be on 'An Incorrigible Chatterbox'. I handed it in, and Mr Keesing had nothing to complain about for two whole lessons.

However, during the third lesson, he'd finally had enough. "Anne Frank, as a punishment for talking in class, write an essay entitled-'Quack, Quack, Quack, said Mistress Chatterbox'."

(i) What convincing argument was made by Anne?
(a) She was talkative just like any other student in the class.
(b) She had the right to be talkative, as it was a classroom and not a prison.
(c) She had inherited the trait from her mother, so couldn't stop being talkative.
(d) She found it impossible to be quiet like the others as she couldn't change herself.

(ii) What do you imply by 'had a good laugh' imply, in the context of Mr Keesing?
(a) He celebrated his ability to make Anne write the essay.
(b) He ridiculed Anne in front of the whole class.
(c) He pulled up Anne for her arguments in the essay.
(d) He realised the humour in it and was amused.

(iii) Choose the option that best describes Mr Keesing.
(a) jovial and creative
(b) strict and innovative
(c) tolerant and strict
(d) innovative and jovial

(iv) Why do you think Mr Keesing chose the title - 'An Incorrigible Chatterbox' - for Anne, to write on?
(a) Because he expected to make Anne to express her inability to elaborate on such a topic.
(b) Because he expected to embarrass Anne and so that would check her indiscipline.
(c) Because he expected to make her apologise and not repeat her talkative behaviour.
(d) Because he expected to make Anne to explore her creative writing skills.

(v) How did Anne feel when she was punished the third time by Mr Keesing?
(a) She was happy as she had to write three essays on the same topic.
(b) She enjoyed making fun of Mr Keesing in her own way.
(c) She was worried as she had run out of original ideas for her essay.
(d) She was thrilled at another opportunity to showcase her writing abilities.

Ans. (i) (c) She had inherited the trait from her mother, so couldn't stop being talkative.
(ii) (d) realised the humour in it and was amused.
(iii) (b) strict and innovative
(iv) (b) Because he expected to embarrass Anne and would check her indiscipline.
(v) (c) She was worried as she had run out of original ideas for her essay.

Short Answer (SA) Type Questions

[2/3 Marks each]

1 Describe Anne's feelings about having a diary.

Ans. Anne Frank is a 13 years old teenager. She feels that writing in a diary is strange. She believes that no one would be interested in reading her diary. People would think that as a teenage, she would have many people to talk to but in reality, she doesn't have any person to talk Hence, she states that having a diary is her need so that she could share her feelings and secrets with someone.

2 What does Anne Frank tell about her family in her diary?

Ans. Anne Frank tells that she has a very lovely and caring family. Her parents and her elder sister loved her a lot. There are about thirty people whom she can call friends. She has loving aunts and a good home. However, she wants to have a true friend with whom she can share her feelings and thoughts.

3 Why did Margot and Anne stay with their grandmother? **CBSE 2019**

Ans. Margot and Anne stayed with their grandmother in Aachen when her parents migrated to Holland. The parents wanted to settle down before calling them. Anne was only four years old and Margot was seven years old at that time.

Both the girls were called there one by one after a few months of staying with their grandmother.

4 Describe your views about Mr Keesing as a teacher.

Ans. Mr Keesing like most teachers seems to be a strict teacher. But he actually believes in taking actions with good intentions and for the development of children. He tries to control Anne's bad habit of talking too much. However, as soon as he is convinced that her habit does not affect her studies, he overlooks Anne's shortcoming.

5 Why was the entire class quaking in their boots?

Ans. As the time for declaring the annual results were coming closer, teachers would decide whom to pass and whom to retain in the same class in a meeting soon. That is why, the whole class was quaking in their boots.

6 Anne says that she doesn't plan to let anyone else read her diary. What is ironical about this?

Ans. Anne believes that no one would be interested in reading a diary of a 13-year old teenager. In addition, she would not let anyone read her diary because she would share all her secrets with it.

These statements by Anne are ironical because after her death, her father Otto Frank published it and then it was translated in many languages of the world. Today, it had become one of the most read books of all time.

Long Answer (LA) Type Questions

[5 Marks each]

1 Why did Mr Keesing punish Anne and what was the punishment? How did Anne finally stop Mr Keesing from punishing her?

Ans. Mr Keesing was Anne's Maths teacher. He was annoyed with Anne as she talked too much in the class. So, he punished her by giving her extra homework. The punishment was to write an essay on the topic 'A Chatterbox'.

Anne wrote the essay, giving very amusing arguments in it. Mr Keesing liked the essay. But Anne again talked in the class, so he gave her the task of writing another essay.

This time, the topic was 'An Incorrigible Chatterbox'. After writing this essay, Anne did not get any punishment for two lessons. But during the third lesson, Mr Keesing saw Anne talking again.

He was very annoyed and so he asked her to write another essay. The topic of this essay was, 'Quack, Quack, Quack, Said Mistress Chatterbox'.

Anne finally stopped Mr Keesing from punishing her by writing the third essay in poetry form. It was due to help from her friend, Sanne. Mr Keesing liked the poetry written by her and did not punish Anne after that.

2 How did Kitty help Anne overcome her loneliness? **CBSE 2019**

Ans. Anne thought that she could confide more in her diary than people because she did have a true friend. She did not know anyone with whom, she could share her feeling.

Although she had a great number of friends and had also spent good times with them. She was unable to share her views and thoughts with them. She also had a loving family and a good home. However, she never found anyone to confide her secrets. She believed that nobody would be interested enough in her feelings and views.

When Anne got her diary, she decided to share everything with it. She treated her diary as her best friend. It would keep her life a secret and would not react as people did. So, she confided everything in the diary, be it her family, her fears, her loneliness, her life etc. It was the diary that gave her the support. Thus, the diary, (Kitty) was an important part of Anne's life that help Anne overcome her loneliness.

3 Anne wanted to write convincing arguments to prove the necessity of talking. What does this tell you about her? Did she possess a sense of humour?

or What do you think about Anne's talent for writing essays which she wrote convincingly, when punished by the teacher? **CBSE 2020**

Ans. When Anne was given extra homework to write an essay on 'A Chatterbox', Anne thought that she had to write convincing arguments to prove the necessity of talking. This fact tells us that Anne was an intelligent and a sensible girl with a good sense of humour. She thought about the essay and her arguments for a long time to get an idea. When she got it, she presented her essay. In her essay, Anne argued that talking was a student's trait. The only thing that she could do was to cure it. She even justified that she could not cure it completely as she had inherited it from her mother.

Yes, Anne passes a sense of humour. Anne's sense of humour comes forward when in her third essay, she wrote a funny poem to express her trait of talking. Her poem consisted of a humorous story of how a father swan it its ducklings to death because they quacked too much. Her poetry was received in the right way by Mr Keesing who never punished her after that.

4 'From the Diary of Anne Frank' throws light on the teacher-student relationship, class atmosphere and discipline. Elucidate.

Ans. 'From the Diary of Anne Frank' clearly describes the teacher-student relationship, class atmosphere and discipline. Anne, who talks a lot in the class, gets punished by Mr Keesing, her Maths teacher. He gets annoyed with her because of her talkative nature and gave her a punishment. He asked her to write essays on the subject, 'A Chatterbox'.

It is actually learning in disguise because he wants her to focus on studies. He cannot be blamed for the punishment as he did it for the development of Anne. Thus, here the teacher-student relationship is very respectful. Such a relationship is about discipline and classroom manners. These are essential for every student as well as a teacher, otherwise both teaching or learning could be hampered.

This relationship is clearly shown in Mr Keesing and Anne Frank's actions. They both try to play a joke on each other, but in a very humorous and healthy manner. So, this healthy relationship is needed in the classroom for effective teaching and learning.

5 Give a brief description about Anne's life.

Ans. Anne Frank was a young Jewish girl. She lived with her parents in Germany. But Hitler's Nazi Party was against the Jews. The Nazis were killing the Jews or forcing them to work in the concentration camps. The Frank family fled from Germany in 1933 and took shelter in Netherlands. But in 1940, Germany attacked Netherlands and captured it. Now, the Nazis started arresting the Jews and sending them to the concentration camps. The Frank family went into hiding. They lived secretly in the upper floor of their business premises. They hid their for twenty-five months. Their non-Jewish friends gave them food.

Anne had started writing her diary before going into hiding. In 1944, Germans came to know of their hiding. They were arrested and sent to Germany. Anne, her sister, Margrot and her mother soon died in the concentration camp. Her father survived and published a part of Anne's diary. In this diary, Anne gives a tragic account of the difficulties faced by her family and the other Jews.

The part of the diary reproduced in this chapter is about the days when Anne was a school girl and her family had not yet moved to the secret quarters.

Self Assessment

Extract Based Questions

Read the following extracts carefully and answer the questions that follow.

1 That evening, after I finished the rest of my homework, the note about the essay caught my eye. I began thinking about the subject while chewing the tip of my fountain pen. Anyone could ramble on and leave big spaces between the words, but the trick was to come up with convincing arguments to prove the necessity of talking. I thought and thought, and suddenly I had an idea. I wrote the three pages Mr Keesing had assigned me and was satisfied. I argued that talking is a student's trait and that I would do my best to keep it under control, but that I would never be able to cure myself of the habit since my mother talked as much as I did if not more, and that there's not much you can do about inherited traits.

(i) What was the subject on which she had to write?
- (a) A Chatterbox
- (b) An Incorrigible Chatterbox
- (c) Quack, Quack, Quack, Said Mistress Chatterbox
- (d) None of the above

(ii) What was the trick in writing the essay?
- (a) To make sure that the joke was on Mr Keesing.
- (b) To leave big spaces between the words.
- (c) To come up with convincing arguments to prove the necessity of talking.
- (d) To write against talking.

(iii) What do you understand by inherited traits?
- (a) Traits of talking inherited from parents.
- (b) A particular quality which one inherits from parents.
- (c) DNA inherited from parents.
- (d) Looks inherited from parents.

(iv) What is a student's trait?
- (a) Sleeping
- (b) Doing homework
- (c) Reciting lessons
- (d) Talking

(v) What does the idiom caught my eye means?
- (a) Catch an eye-infection
- (b) To sleep
- (c) Catch attention
- (d) To wake up suddenly

2 My father, the most adorable father I've ever seen, didn't marry my mother until he was 36 and she was 25. My sister Margot, was born in Frankfurt in Germany in 1926. I was born on 12th June 1929.1 lived in Frankfurt until I was four. My father emigrated to Holland in 1933. My mother, Edith Hollander Frank, went with him to Holland in September, while Margot and I were sent to Aachen to stay with our grandmother. Margot went to Holland in December and I followed in February, when I was plunked down on the table as a birthday present for Margot.

(i) When and where was Anne Frank born?
- (a) In Frankfurt in 1926.
- (b) In Germany on 12th June, 1929
- (c) In Aachen on 12th December, 1929.
- (d) In Germany in February 1926.

(i) To whom were Anne and her sister Margot sent to stay with in Aachen?
- (a) Their aunt
- (b) Their cousins
- (c) Their grandmother
- (d) Alone

(iii) Why were Anne and her sister Margot sent to Aachen?
- (a) Their parents emigrated to Holland.
- (b) No one to look after them.
- (c) They wanted to study there.
- (d) Both (a) and (b)

(iv) What did Margot get for present?
  (a) A diary
  (b) New stationery
  (c) Her sister, Anne Frank
  (d) Her grandmother

(v) What do you mean by the phrase 'plunked down'?
  (a) To put down firmly.
  (b) To put down slowly.
  (c) To throw away.
  (d) To catch something.

Short Answer (SA) Type Questions

3 What does Anne receive on her birthday? How is it useful for her?

4 How do most people use their diaries? How is Anne's diary differnet?

5 "Anne was not alone in the world." Do you agree? Give reason.

6 Anne says 'Paper has more patience than people'. Why does she belive so?

7 Describe what made Mr Keesing allow Anne to talk in class?

Long Answer (LA) Type Questions

8 Draw the character sketch of Mr Keesing, Anne's Maths teacher.

9 Why did Anne find a friend in her diary? Justify your answer.

SELF ASSESSMENT

CHAPTER

05

The Hundred Dresses-I

by El Bsor Ester

Chapter Overview

This story is about a school girl named Wanda Petronski, a polish immigrant. Wanda was teased by her classmates, Peggy and Maddie. But her talent of designing dresses impresses everyone in the end. Both Peggy and Maddie realised that hey misjudged Wanda and felt incredibly guilty for never believing her about the one hundred dresses she owned. They story is also about the realisation that people from mainstream society are forced to make about other different people with similar potential and emotions.

About the Characters

Wanda Petronski A poor Polish girl who always wears same blue dress to school and boasts of having a hundred dresses.

Peggy Wanda's classmate who always made fun of her. She was the most popular girl in school.

Maddie Peggy's best friend, who was always with Peggy. She is poor and wears Peggy's old dresses.

Miss Mason Wanda's class teacher who helps the students and supports them.

Summary

Wanda Petronski in Class

Wanda Petronski was a Polish girl in an American school. She sat on the seat next to the last seat in the corner in room thirteen where all naughty boys sat. There was a lot of noise, laughter and dirt in the corner. Nobody knows why Wanda sat there. It was because she belonged to Boggin Heights and her feets were usually dirty with dry mud. Unlike the naughty boys, Wanda was quiet. So, nobody thought much about her.

Wanda's Absence

Wanda was absent on Monday as well as Tuesday. Nobody in her class noticed her absence. It was on Wednesday that her two classmates Peggy and Maddie noticed it. When Peggy and Maddie waited for Wanda to tease her on the way to school, they realised that Wanda was absent from last few days.

Wanda and other Students

Wanda had no friends. She used to come to school alone in her faded dress. So, she seemed different from others and was teased. The students made fun of her name. For them, her name was difficult to say and was funny. The names of other children were easy to speak like Thomas, Smith or Allen.

Peggy and Maddie

Peggy and Maddie were good friends of each other. Peggy was the most popular girl in the school. She was pretty and intelligent. Peggy was not cruel as she saved younger girls from bullies and used to cry, if she saw any animal being mistreated. Maddie on the other hand was a poor girl who wore clothes given by Peggy's mother.

Peggy Makes Fun of Wanda

Whenever Peggy and Maddie find Wanda alone in the school yard they asked her about the number of dresses and shoes she had. They were surprised when Wanda told them that she had hundred beautiful dresses and sixty pairs of shoes. Peggy had thought of this game to tease Wanda.

The reason to tease Wanda was that she wore the same faded blue dress to school everyday and lied that she had hundred dresses.

Maddie's Note to Peggy

Maddie felt embrassed when Peggy teased Wanda. She wanted Peggy to stop teasing Wanda and decided to write Peggy a note. So, after completing her maths work, she sat down to write a note to Peggy.

Maddie knew that she does not have the courage to directly tell Peggy to stop teasing Wanda. But later, she tore the note and threw it away as she imagined herself being teased by Peggy and her other classmates for wearing Peggy's old dresses. Maddie remembered Wanda talking about one of her dresses which was pale blue with coloured trimmings as well as the brilliant jungle green dress with a red scarf.

The Drawing and the Colouring Contest

A drawing and colouring contest was organised in the class next day. In this contest, girls were supposed to design dresses while boys had to design motorboats. Maddie felt that Peggy would win the contest as she drew better than anyone else in the class.

The Result of the Contest

Next day, it was drizzling (raining lightly) and the result of the contest was going to be announced by the teacher. Peggy and Maddie did not want to be late, so they did not wait for Wanda to tease her.

They were amazed to see about a hundred designs of dresses hanging over the walls. The class had assembled and the class teacher Miss Mason announced the names of the winners. Jack Beggles was the winner among the boys and Wanda Petronski was the winner in girls.

Reactions of Wanda's Classmates

The teacher informed them that all the drawings of designs in their class were made by Wanda and each drawing deserved the prize. But unfortunately, Wanda was absent in class and thus, could not receive her prize.

The teacher then asked the students to look at Wanda's beautiful drawings. All the children applauded Wanda's drawings and whistled while looking at them. Peggy and Maddie noticed a blue and a green dress that Wanda used to talk about to her classmates.

WORD MEANINGS

The given page numbers correspond to the pages in the prescribed textbook.

Word	Meaning
Page 63	
possessions	things owned
enduring	lasting long
immigrants	those coming from other countries to settle in a country
ethnicity	relating to human race
notable	famous, known
suburbs	areas outside a city, outskirts
discriminated	differentiated
census	official count or survey of a population
Page 64	
rough	indisciplined, violent
scuffling of feet	rubbing of shoes on the ground to create noise
twisted	moved
crooked sort of smile	awkward, foolish smile
caked with dry mud	covered with
track	walk or run
Page 65	
faded	lost colour
hang right	fit properly
hopscotch	a game played usually by girls
courteous	civil, gentle
nudge	a gentle push
Page 66	
incredulously	showing disbelief
stolidly	not showing any feeling
shrieks	a scream of laughter
peals of laughter	great laughter
exaggerated politeness	false politeness
hitching	catching
bullies	those who frighten weaker people with their power
Page 67	
bothering	troubling
hand-me-down clothes	old clothes given to others
mocking	making fun of
absent-mindedly	without thinking much
nerve	the boldness to do something
shuddered	shivered
target	person chosen for attack
disguise	conceal
Page 68	
trimmings	ornamentaion on cloth
accord	wish
brilliant	shining
red sash	red scarf
pretended admiration	false praise
railroad tracks	railway line
Page 69	
gasped	breathed heavily, deeply
ledge	outer part
windowsill	window edge
dazzling	bright and shining
lavish	rich and elaborate
murmured	say something in a low voice
assembled	gathered together
exhibition	on show
sketches	drawings
Page 70	
exquisite	very beautiful, marvellous
burst into applause	clapped hands loudly
stamp	put feet on the floor with force to make noise

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Oral Comprehension Check *(Page 65)*

1 Where in the classroom does Wanda sit and why? **CBSE 2019**

Ans. Wanda Petronski used to sat in the seat next to the last seat in the corner of Room Thirteen where all the naughty boys sat. Nobody knows why Wanda sat in the dirty corner. It was because she came from the poor locality named Boggin Heights.

2 Where does Wanda live? What kind of a place do you think it is?

Ans. Wanda lived in Boggin Heights. It is a poor locality in the outskirts of the town where polish immigrants used to live. The place, according to me, is dirty and muddy without any proper streets and roads.

3 When and why do Peggy and Maddie notice Wanda's absence? **CBSE 2019**

Ans. Peggy and Maddie noticed Wanda's absence after three days i.e. on Wednesday. When Wanda had made them late to school. They had waited for Wanda while going to school, to have some fun with her, but she hadn't come.

4 What do you think "to have fun with her" means?

Ans. "To have fun with her" means to laugh at her. In the story, Wanda is a source of fun for her classmates. Peggy and Maddie made fun of Wanda by asking her about the dresses as this gave them a lot of pleasure.

Oral Comprehension Check *(Page 67)*

1 In what way was Wanda different from the other children?

Ans. Wanda was different from other children in many ways. She was a Polish girl in an American school. Her name was funny and difficult for other children to say. Further, she did not have any friends and used to come to school alone. She also went home alone and did not talk to anybody.

2 Did Wanda have a hundred dresses? Why do you think she said she did?

Ans. Wanda did not have a hundred dresses. She was a poor girl who wore the same faded blue dress everyday. She said that she had a hundred dresses lined up in her closet because she had drawn the design of a hundred dresses at home.

3 Why is Maddie embarrassed by the questions Peggy asks Wanda? Is she also like Wanda, or is she different?

Ans. Maddie was embarrassed by the questions that Peggy asks Wanda because they were about her dresses. Just like Wanda, Maddie was also poor and wears old clothes of Peggy. She was worried that someday they would start teasing her too. Maddie thought that she was different from Wanda because she was richer than Wanda and that she would never claim that she had a hundred dresses like Wanda.

Oral Comprehension Check *(Page 70)*

1 Why didn't Maddie ask Peggy to stop teasing Wanda? What was she afraid of?

Ans. Maddie did not ask Peggy to stop teasing Wanda because Peggy was her best friend and the most popular girl in school. She was afraid that if she did so, Peggy along with her other classmates would tease her just like they teased Wanda. She was also afraid of losing Peggy's friendship.

2 Who did Maddie think would win the drawing contest? Why?

Ans. Maddie always thought that Peggy would win the drawing contest as she was good in drawing and everybody in the school loved her. She could draw any sketch from the drawing book or any magazine.

3 Who won the drawing contest? What had the winner drawn?

Ans. Among the boys, Jack Beggles and among the girls, Wanda Petronski won the drawing contest. The winner Jack Beggles has designed outboard motor whereas Wanda Petronski has drawn the sketches of hundred dresses.

Thinking about the Text *(Page 70)*

1 How is Wanda seen as different by the other girls? How do they treat her? **CBSE 2019**

Ans. Wanda was a Polish girl who studied in an American school. She was different from other girls in her class. Her name was difficult and funny for her classmates. In addition, she came from a poor locality and did not talk to anyone.

The other girls at school made fun of Wanda. They teased her for her name and her hundred dresses.

The other girls at school made fun of Wanda. They teased her for her name and her hundred dresses.

2 How does Wanda feel about the dresses game? Why does she say that she has a hundred dresses?

Ans. Wanda did not show any feelings towards the dresses game. It is most likely that she was deeply hurt. It could have been one of the reasons why her family left the place and moved to the city.

Wanda says that she had a hundred dresses because she had draw designs of hundred dresses in her home.

3 Why does Maddie stand by and does not do anything? How is she different from Peggy? (Was Peggy's friendship important to Maddie? Why? Which lines in the text tell you this?)

Ans. When Peggy and other girls of the school teased Wanda, Maddie always stood by Peggy and did nothing because she was afraid that other girls of her school would make her their next target.

Maddie was Peggy's best friend but was different from her. Unlike Peggy, Maddie was not rich. She belonged to a poor family and wore Peggy's old clothes.

Yes Peggy's friendship was more important to Maddie because she was her best friend. *The lines that show this are*

- Peggy, who had thought up this game and Maddie, her inseparable friend, were always the last to leave.
- She was Peggy's best friend and Peggy was the best-liked girl in the whole room.
- Peggy could not possibly do anything that was really wrong, she thought.
- Oh, Maddie was sure Peggy would win.

4 What does Miss Mason think of Wanda's drawings? What do the children think of them? How do you know?

Ans. Miss Mason is very impressed with Wanda's drawings. She considers them really beautiful and each drawing was worthy of winning a prize.

The children are also impressed by the drawing skill of Wanda. They all clapped and whistled when she won the drawing and the colouring contest among the girls.

We know that because in the end Peggy exclaimed, "...... and I thought I could draw." This shows that she also realised how good Wanda's drawings were.

Thinking about Language (Page 71, 72)

I. *Combine the following to make sentences.*

(*i*) This is the bus (what kind of bus?). It goes to Agra. (use which or that).

(*ii*) I would like to buy (a) shirt (which shirt?). (The) shirt is in the shop window. (use which or that)

(*iii*) You must break your fast at a particular time (when?). You see the moon in the sky. (use when)

(*iv*) Find a word (what kind of word?). It begins with the letter Z. (use which or that)

(*v*) Now find a person (what kind of person?). His or her name begins with the letter Z. (use whose)

(*vi*) Then go to a place (what place?). There are no people whose name begins with Z in that place. (use where)

Ans.
1. This is the bus which goes to Agra.
2. I would like to buy the shirt that is in the shop window.
3. You must break your fast when you see the moon in the sky.
4. Find a word which begins with the letter Z.
5. Now find a person whose name begins with the letter Z.
6. Then go to a place where there are no people whose name begins with Z.

II. *The Narrative Voice*

Here are two other sentences from the story. Can you say whose point of view the italicised words express?

(*i*) But on Wednesday, Peggy and Maddie, *who sat down in front with other children who got good marks and who didn't track in a whole lot of mud*, did notice that Wanda wasn't there.

(*ii*) Wanda Petronski. *Most of the children in room thirteen didn't have names like that. They had names easy to say, like Thomas, Smith or Allen.*

Ans. (i) In the given sentence, the italicised words express the point of view of the narrator.

(ii) In the given sentence, the italicised words express the point of view of the narrator.

III. *Look at this sentence. The italicised adverb expresses an opinion or point of view.*

Obviously, the only dress Wanda had was the blue one she wore every day. (This was obvious to the speaker.)

Other such adverbs are apparently, evidently, surprisingly, possibly, hopefully, incredibly, luckily. Use these words appropriately in the blanks in the sentences below.

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NCERT FOLDER

1. ...., he finished his work on time.
2. ...., it will not rain on the day of the match.
3. ...., he had been stealing money from his employer.
4. Television is .... to blame for the increase in violence in society.
5. The children will .... learn from their mistakes.
6. I can't .... lend you that much money.
7. The thief had .... been watching the house for many days.
8. The thief .... escaped by bribing the jailor.
9. ...., no one had suggested this before.
10. The water was .... hot.

Ans. 1. **Surprisingly**, he finished his work on time.
2. **Hopefully**, it will not rain on the day of the match.
3. **Evidently**, he had been stealing money from his employer.
4. Television is **evidently** to blame for the increase in violence in society.
5. The children will **hopefully** learn from their mistakes.
6. I can't **possibly** lend you that much money.
7. The thief had **apparently** been watching the house for many days.
8. The thief **probably** escaped by bribing the jailor.
9. **Surprisingly**, no one had suggested this before.
10. The water was **incredibly** hot.

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Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and choose the correct option.

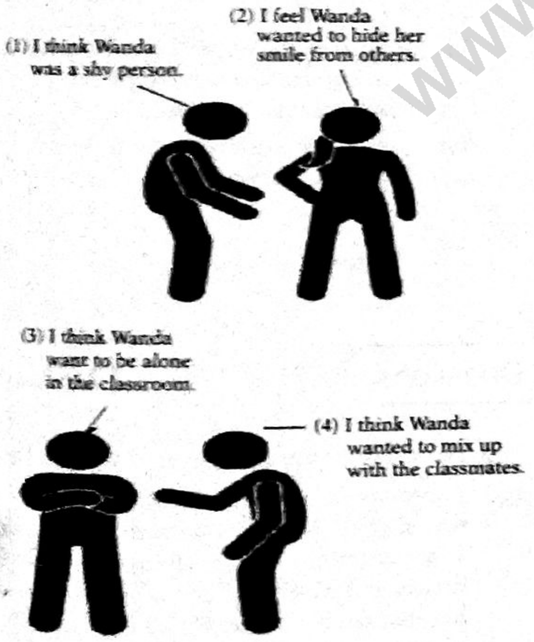
1 Wanda did not sit there because she was rough and noisy. On the contrary, she was very quiet and rarely said anything at all. And nobody had even heard her laugh out loud. Sometimes she twisted her mouth into a crooked sort of smile, but that was all.

(i) This story is written by ....
(a) Liam O' Flaherty (b) Fredrich Forsyth
(c) Roal Dahl (c) El Bsor Ester

(ii) Why did Wanda used to sit there?
(a) She didn't score very good marks.
(b) Her feet were filled with dirt and mud.
(c) Her friends sat there.
(d) No one really knows.

(iii) How was Wanda different from other children of her class?
(a) She was noisy. (b) She was rough.
(c) She was very quiet. (d) She was careless.

(iv) Pick the option that correctly classifies Facts (F) and Opinions (O) of the students below.


(1) I think Wanda was a shy person.
(2) I feel Wanda wanted to hide her smile from others.
(3) I think Wanda want to be alone in the classroom.
(4) I think Wanda wanted to mix up with the classmates.

(a) F-1 and O-2, 3, 4 (b) F-2, 3 and O-1, 4
(c) F-2, 4 and O-1, 3 (d) F-3 and O-1, 2, 4

(v) .... in the extract means the opposite of 'similar to'.
(a) Rough (b) Contrary
(c) Rarely (d) Crooked

Ans. (i) (c) El Bsor Ester
(ii) (d) No one really knows.
(iii) (c) She was very quiet.
(iv) (a) F- 1 and O- 2, 3, 4
(v) (b) Contrary

2 Peggy was not really cruel. She protected small children from bullies. And she cried for hours if she saw an animal mistreated. If anybody had said to her, 'Don't you think that is a cruel way to treat Wanda?' She would have been very surprised. Cruel? Why did the girl say she had a hundred dresses?

(i) What tells you that Peggy wasn't cruel?
(a) She protected small children from bullies.
(b) She couldn't see animals getting mistreated.
(c) She did not make Wanda cry.
(d) All of the above

(ii) In what way was Peggy cruel to Wanda?
(a) She made fun of her.
(b) She used to push her on the ground.
(c) She used to bully her.
(d) She used to insult her.

(iii) The given lines show ....
(a) thoughts of narrator.
(b) thoughts of Wanda.
(c) thoughts of Maddie.
(d) thoughts of Miss Mason.

(iv) Why would Peggy cry?
(a) If children were mistreated.
(b) If Wanda was mistreated.
(c) If animals were mistreated.
(d) All of the above

(v) The word .... means 'people who use their power to frighten weaker section'.
(a) mistreat (b) bullies
(c) cruel (d) surprised

Ans. (i) (d) All of the above

(ii) (a) She made fun of her.

(iii) (c) thoughts of Maddie.

(iv) (c) If animals were mistreated.

(v) (b) bullies

3 She always wore a faded blue dress that didn't hang right. It was clean, but it looked as though it had never been ironed properly. She didn't have any friends, but a lot of girls talked to her. Sometimes, they surrounded her in the school yard as she stood watching the little girls play hopscotch on the worn hard ground.

"Wanda," Peggy would say in a most courteous manner, as though she were talking to Miss Mason. "Wanda," she'd say, giving one of her friends a nudge, "tell us. How many dresses did you say you had hanging up in your closet?"

(i) 'Pegg would say in a more courteous manner'. The 'most courteous manner' here means that Peggy was

(a) on her best behaviour.

(b) teasing Wanda.

(c) trying to impress Wanda.

(d) respectful to Wanda.

(ii) Which of the following options DO NOT loosely match the word, 'closet', from those given.

(1) wardrobe	(2) loft
(3) cabinet	(4) cupboard
(5) porch	(6) cellar

(a) 1, 3 and 4

(b) 3, 4 and 5

(c) 1, 2 and 6

(d) 2, 5 and 6

(iii) Why did Wanda's always used to give the same answer to Peggy's question? Choose the LEAST probable reason.

(a) Because she knew that she was being picked on and it was probably her defence.

(b) Because she knew that confessing the truth would probably worsen the situation.

(c) Because she knew that she didn't know how else to get out of that situation.

(d) Because she knew that sticking to an unexpected answer would get her the attention she needed.

(iv) Regarding Wanda being teased, Miss Mason was

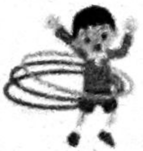
(a) in denial that such behaviour was possible by her students.

(b) aware, but didn't want to discuss it with the students.

(c) unaware that the students were frequently teasing Wanda.

(d) of the belief that such behaviour was a normal part of growing up.

(v) Choose the image that shows 'hops cotch'.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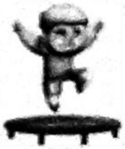
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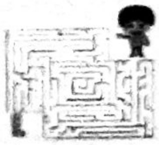
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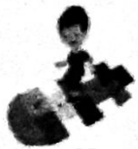
(d)

Ans. (i) (b) teasing Wanda.

(ii) (a) 1, 3 and 4

(iii) (d) Because she knew that sticking to an unexpected answer would get her the attention she needed.

(iv) (c) unaware that the students were frequently teasing Wanda.

(v) (d)

Short Answer (SA) Type Questions

[2/3 Marks each]

EXAM PRACTICE

1 Did Wanda Petronski sit in that corner near the last row because she was rough and noisy?

Ans. No, Wanda Petronski did not sit in that corner because she was rough and noisy like the boys who sat there. Infact, she was quiet and rarely uttered a word. She sat there most probably because she came from a poor locality and her feet were always dirty.

2 How did Peggy make fun of Wanda Petronski?

Ans. Peggy would make fun of Wanda at school. She would go to Wanda along with her classmates and very respectfully ask her about the number of dresses and shoes she had. When Wanda would tell her that she had a hundred dresses and sixty pairs of shoes, they would be surprised. Later on, when she had left, they would laugh at her.

3 What did Maddie and other girls think about Peggy?

Ans. According to Maddie and other girls, Peggy was the most popular girl in the class. She was rich and pretty. She had many pretty dresses and was compassionate. They also thought that Peggy could draw better than anyone else in class. For Maddie, Peggy could not do anything wrong.

4 Why did Maddie feel that she could be the next target of Peggy and all other girls?

Ans. Maddie was a poor girl like Wanda. She wore the old clothes given up by Peggy.

So, when she thought to write a note to Peggy asking her to stop teasing Wanda, she imagined that Peggy and her other classmates could make her their next target.

5 Why did Maddie write a note to Peggy and then tore it? **CBSE 2019**

Ans. Maddie wrote a note to Peggy to ask her to stop making fun of Wanda. However, she tore it because she thought that Peggy would be annoyed by it and make her the next target to be teased.

6 How can you say that Maddie was different from Peggy?

Ans. Even though, Maddie and Peggy were inseparable best friends, Maddie was different from Peggy. Unlike Peggy, Maddie was not rich. She belonged to a poor family and wore Peggy's old clothes. In addition, she did not like teasing Wanda for her poverty.

7 What was the competition in the school about? Who won the competition?

Ans. The competition in the school was about drawing and colouring. The boys had to design motorboats and the girls had to design dresses. Among boys, Jack Beggles won the competition and among the girls, Wanda Petronski won the competition.

8 Explain two dresses of Wanda Petronski in brief. **CBSE 2016**

Ans. When all of the hundred dresses designed by Wanda were displayed, Peggy and Maddie were attracted towards two dresses particularly.
One of the dresses was pale blue in colour. It had coloured trimmings. The other dress was of green colour with a red scarf.

9 Do you think Peggy meant to bully Wanda?

Ans. No, I do not think that Peggy meant to bully Wanda. She did not realise that she was being rude to Wanda. She thought that Wanda was telling lies about the hundred dresses. She was just trying to point out to her that her claims were ridiculous.

10 What lessons does this chapter teach children about what they should stand up for? **CBSE 2016**

Ans. The chapter 'The Hundred Dresses-I' teaches children that they should always stand up for what is right. They should not be influenced by what others say or think. Sometimes, standing up for what is right may be difficult. But just standing by and watching while others are treated badly is definitely wrong.

11 Why did Peggy and Maddie not wait for Wanda? **CBSE 2020**

Ans. Peggy and Maddie didn't wait for Wanda because it was drizzling outside and they didn't want to be late for school. Further, they were also anxious to know the result of drawing competition which was to be announced by their teacher.

Long Answer (LA) Type Questions

[5 Marks each]

1 Pen the character sketch of Wanda Petronski.

Ans. Wanda Petronski was a Polish girl whose family had immigrated (shifted) to America. She goes to an American school where she is constantly teased and made fun-off. Wanda came from the poor locality of Boggin Heights and so usually sat in the corner seat in the last row in her class.

Wanda was quiet girl who had no friends. She came to school alone and went home alone. Wanda wore a faded dress which seemed clean but was not ironed properly. She was a reserved girl who did not react to the constant teasing she received.

Initially, it seemed that Wanda was showing-off when she claimed of having a hundred dresses and sixty pairs of shoes. However, she actually did have a hundred dresses in drawing showing that Wanda was a brilliant sketcher.

2 'The Hundred Dresses-I' is about teasing Wanda. It also borders on ragging and racism indirectly. Describe how does it affect you and how do you evaluate it.

Ans. The story 'The Hundred Dresses' is about teasing of Wanda because of her Polish culture and name. Her classmates made fun of Wanda with their remarks. They made her feel inferior by asking her about her dresses everyday. They never thought about Wanda's feelings and continued teasing her. Such a behaviour evidently shows that Peggy along with her other classmates made fun of her and teased her because of racism.

Such a behaviour saddens a person. An individual loses hope and becomes gloomy. One needs to understand that racism and ragging are unaccepted condemnable issues of our society. One's social or financial condition are not as important as one's talents and skills. Even in the story, Wanda's hundred dresses make her the winner of the drawing and colouring contest. Her talents rise above all prejudice that exists because of colour, ethnicity or social status.

3 It disturbs you that Peggy and Maddie make fun of Wanda. You don't like it. You decide to speak about this as weak, ugly or poor. Write a speech to express your thoughts. **CBSE 2016**

Ans. Dear friends, today I would like to express my thoughts about the issue of making fun of students who are weak, ugly or poor. Being ugly or poor is not a personal choice or fault. God creates us with different qualities. We should see those qualities in others too. One may be poor or physically unattractive but one may have better qualities or skill than other.

As in the story, Wanda Petronski is better than Peggy and Maddie in her creativity or drawing.

I hope we all give respect to one another. We should not judge anyone on the basis of one's monetary status or physical colour. Let us all be encouraging human beings helping and uplifting other human beings. Thank you !

4 Describe the scene in which Wanda's dress drawings are displayed. Who won the drawing contest for the girls? **CBSE 2020**

Ans. On the day of the result of drawing competition, when Peggy and Maddie arrived in the class, they were surprised to find the walls of their classroom number 13. There were designs of about a hundred dresses all of different colours. The children were shocked to find all the lavish designs. They whistled and gazed at the drawing admirably. Just then, their teacher Mr. Mason entered the room. She informed the amazed students that all of the drawings were made by one girl. She told the students that according to judges, each of the drawing was worthy of winning the competition.

Wanda Petronski had won the drawing competition for the girls. But she was absent to receive the medal. The children clapped their hands with joy while Peggy and Maddie recognised the blue and green dresses that Wanda had told them about. They both admired Wanda for her drawing skill.

Self Assessment

Extract Based Questions

Read the following extracts carefully answer the questions that follow.

1 "In the opinion of the judges, any one of the drawings is worthy of winning the prize. I am very happy to say that Wanda Petronski is the winner of the girls' medal. Unfortunately, Wanda has been absent from school for some days and is not here to receive the applause that is due to her. Let us hope she will be back tomorrow. Now class, you may file around the room quietly and look at her exquisite drawings."

(i) Choose the statement that is TRUE, according to the information given in the extract.
- (a) Wanda won the prize because she had submitted a variety of entries.
- (b) Wanda would have still won the prize even if she had submitted just one entry.
- (c) Wanda won the prize because the majority of judges were women.
- (d) Wanda would have still won the prize if she had drawn something else.

(ii) Miss Mason says, "I am very happy to ...". Choose the option that DOES NOT replace the underlined phrase correctly from those given below?
- (a) It gives me great pleasure to...
- (b) I am sure you'll be surprised to...
- (c) I am delighted to...
- (d) It fills me with joy to...

(iii) When the teacher wants the students to 'file around', she wants the students to
- (a) put the files in their proper places.
- (b) gather around her table to discuss the designs.
- (c) file the designs properly in their folders.
- (d) walk in a line to admire the designs.

(iv) Pick the sentence that DOES NOT use 'due to' in the same sense as in the given extract.
- (a) She was disappointed due to their rude behaviour.
- (b) We must give our colleagues the vacation due to them.
- (c) I have some extra money due to me this month from my friend.
- (d) You have an apology due to your parents.

(v) Why did the teacher refer to Wanda's designs as 'exquisite'>
- (a) Because each one of the hundred designs was different.
- (b) Because each one of them was very beautiful.
- (c) Because each of them was a copy of the latest fashion trend.
- (d) Because each one had the same colour theme as the other.

Short Answer (SA) Type Questions

2 What was the opinion of the judges about Wanda?

3 Why does Maddie feel sorry for Wanda and does not tease her?

4 Who does Maddie expect to win the contest and why?

5 What do Maddie and Peggy feel when Wanda wins the contest?

6 Why did Peggy and Maddie stop short and gasp when they entered the classroom?

Long Answer (LA) Type Questions

7 Why does Peggy think it is okay to tease Wanda? How does Peggy view herself? Is Peggy normally cruel? Why or why not? What would you do if you were in place of Wanda?

8 What factors make Wanda different? Where is her family from? Do you think she makes good grades? Have you ever faced such a situation in your life? What was your reaction then?

CHAPTER

06

The Hundred Dresses-II

by El Bsor Ester

Chapter Overview

In this part of the story, Wanda leaves the school without any prior information. Her father writes a letter to Miss Mason about the reason. The students feel ashamed for their behaviour especially Peggy and Maddie. They both realise their mistake and write a letter to Wanda in a friendly manner. Wanda replies and requests Miss Mason to give her two drawings to Peggy and Maddie. This part of the story teaches us the lesson that we should not hurt others' feelings.

About the Characters

Miss Mason The class teacher, who helps the students and supports them.

Mr Petronski Wanda's father who wrote the letter to Miss Mason about Wanda's absence From school.

Summary

A Letter to Miss Mason from Wanda's Father

When the class was circling the room to look at Wanda's drawings, the monitor brought a note from the Principal Office to Miss Mason. Miss Mason asked the students to sit on their seats. She told the children that the note was a letter from Wanda's father.

In the letter, Wanda's father, Jan Petronski, stated that they had shifted to a big city. So, Wanda and her brother Jake would not come to the school. He also wrote that Wanda was teased by her classmates for her name. In the big city, nobody would consider her name funny and laugh at her.

Reaction of Children and Miss Mason to the Letter

The letter made everyone silent and everybody was feeling ashamed of their behaviour towards Wanda. Miss Mason told the students not to hurt any one's feelings due to his or her name. She further asked them to think about it carefully.

The letter from Wanda's father deeply affected Maddie. Maddie could not concentrate on her lessons. She started regretting her behaviour and blamed herself for not helping Wanda. She felt that her behaviour was worse than Peggy's behaviour. She even thought about going to Wanda's house at Boggins Heights to apologise to her.

Peggy and Maddie Visits Wanda House

After school, Peggy and Maddie decided to go to Boggins Heights to visit Wanda's house. On their way, Peggy told Maddie that she never called Wanda a foreigner make fun of her name and thought that she was dumb. She also praised Wanda's drawing. When they reached Wanda's house, they found it old but clean just like Wanda's dress. They knocked on the door but the Petronski's had already left.

Maddie's Decision

When Peggy and Maddie were returning home, Peggy told Maddie that teasing Wanda about her dresses actually helped her. She also added that it was because of her questions that Wanda used to get the ideas for her dress designs.

But Maddie was not satisfied. Maddie failed to sleep that night. She only thought about Wanda. Maddie decided that she would not stay quiet when anyone is making fun of another person. She would always stand up and speak up against teasing even if she had to lose Peggy's friendship.

A Friendly Letter to Wanda from Peggie and Maddie

On Saturday, Maddie and Peggy wrote a letter to Wanda. They wanted to apologise to her. But, in the letter, they told her that she had won the contest and only asked her friendly questions.

After completing the letter, they mailed it to Boggins Heights requesting them to forward it to Petronski's new address. Both Maddie and Peggy waited for Wanda's answer but there was no reply.

Reply from Wanda

She especially asked the teacher to give the green dress to Peggy and the blue one to Maddie. She told her that she had joined a new school but missed her old school and her teacher.

Drawings of Peggy and Maddie

After school, Peggy told Maddie that Wanda's drawings made it clear that she did not hate them. At home, Maddie pinned the drawing on her wall. She started crying thinking about Wanda.

Suddenly, she saw the face on Wanda's sketch. It was Maddie herself. Hurriedly, she left to go to Peggy's house. She showed the drawing to Peggy and saw that the drawing which Peggy had looked like Peggy. It made them believe that Wanda liked both of them.

WORD MEANINGS

The given page numbers correspond to the pages in the prescribed textbook.

Word	Meaning
Page 73	
circling	going round
shuffling	beating the floor by the feet
tense and expectant	serious and hopeful
deliberately	knowingly
indicated	showed
holler	shouting
Pollack	slang for 'Polish person'
Page 74	
thoughtlessness	carelessness
mean	unkind an nasty
stole a glance	looked secretly
Page 75	
dismissed	allowed the students to leave the school for the day
casualness	being careless
glowed	got hopeful
forbidding	fearful
drizzly	rainy
damp and dismal	wet and cheerless/sad
gruffly	roughly
gee	an exclamatory word equivalent to 'oh!'
picked on her	treated her unkindly or teased her
wisps	pieces
sparse	little
shabby	dirty
firmly	with force
Page 76	
make amends	compensate
glowing	brilliant, beautiful
Page 77	
mailed	sent by post
defending	protecting
Page 78	
gifted	talented
intently	with attention
equalise	match
wreaths	garlands
holly	a decorative plant
stacked	kept, arranged neatly in a pile
peppermint	sweet mint
cornucopias	decorative containers having flowers and fruits etc
Page 79	
blurred	made unclear
vivid	bright
clattered up	walked with
blinked away	winked
stolidly	not showing any feeling; firmly

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NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Oral Comprehension Check *(Page 74)*

1 What did Mr Petronski's letter say?

Ans. Mr Petronski's letter was to inform the principal and Miss Mason that Wanda would not come to school as she was teased in the school for her unfamiliar name. They were going to shift to a bigger city where nobody would make fun of their name.

2 Is Miss Mason angry with the class, is she unhappy and upset?

Ans. Miss Mason seems to be unhappy and upset rather than angry with the class. She had never expected such behaviour from the students. She wants everyone to think about it and asks them not to hurt other's feelings.

3 How does Maddie feel after listening to the note from Wanda's father?

Ans. After listening to the note from Wanda's father, Maddie felt sorry and ashamed of her behaviour towards Wanda. She felt guilty for not helping Wanda and quietly listening to Peggy while she insulted Wanda. Maddie believed that her silence was as bad as what Peggy had done. Maddie felt that she was a coward.

4 What does Maddie want to do?

Ans. Maddie wants to change her behaviour towards Wanda. She wants to meet her to apologise to her. She decides to find Wanda at her house at Boggins Heights. She also wants to convey that all of it was meant as a joke and people really love her.

Oral Comprehension Check *(Page 76)*

1 What excuses does Peggy think up for her behaviour? Why?

Ans. Peggy thought up excuses for her behaviour by saying that she never called Wanda a foreigner or make fun of her name. She also thought Wanda was too dumb to understand that they are making fun of her. She realised her mistake of thinking that Wanda was not bright enough to understand her insult.

2 What are Maddie's thoughts as they go to Boggins Heights?

Ans. As Peggy and Maddie go to Boggins Heights, Maddie thought that she would request Wanda to come back to school. Maddie wanted to tell her that they were sorry that they had insulted her. She would also tell Wanda that the whole school thought she was wonderful and everybody would be nice to her.

3 Why does Wanda's house remind Maddie of Wanda's blue dress?

Ans. Wanda's house reminded Maddie of Wanda's blue dress as Wanda's house was empty little yard which looked shabby but clean as such like the blue dress.

4 What does Maddie think hard about ? What important decision does she come to?

Ans. Maddie thought hard about Wanda, her faded blue dress and the little house she had lived in. She thought of the glowing pictures of those hundred dresses which were all lined up in the classroom.

The important decision that she comes to was that she was never going to hear anybody treating someone unkindly because of their strange names or funny looks. She decided to stand up and speak up against anyone who would behave badly even if meant losing Peggy's friendship.

Oral Comprehension Check *(Page 79)*

1 What did the girls write to Wanda?

Ans. Peggy and Maddie wanted to apologise to Wanda for their behaviour but could only wrote Wanda a friendly letter. They told her that she had won the contest and also praised her drawing. They asked her about the place she was living and her new teacher.

2 Did they get a reply? Who was more anxious for a reply, Peggy or Maddie? How do you know?

Ans. No, they didn't get a reply from Wanda.

Maddie was more anxious for a reply than Peggy because she was very upset and feeling sad for Wanda. She had assumed that Wanda was deeply hurt so she was not replying and blamed herself for everything. Maddie used to have sleepless nights and dreamt defending her from the crowd of girls teasing her.

3 How did the girls know that Wanda liked them even though they had teased her?

Ans. Maddie and Peggy realised that Wanda liked them although they had teased her because she had gifted them drawing of her two beautiful dresses, a green one with red trimmings to Peggy and the blue one to Maddie. In addition, their drawings consisted of their own faces. Maddie's drawing has Maddie's head and face while Peggy's drawing has Peggy's head and face. This made it clear that Wanda liked them.

Thinking about the Text (Page 79, 80)

1 Why do you think Wanda's family moved to a different city? Do you think life there was going to be different for their family?

Ans. I think that Wanda's family moved to a different city because of constant teasing that Wanda received in her school for her name and poverty. Wanda must have told her father about the unkind behaviour of other girls towards her. So her father must have looked for an opportunity to shift to a place where no such behaviour would take place. Life in the big city was going to be different for their family because people there do not pay much attention to name or status and thus do not tease anyone for it.

2 Maddie thought her silence was as bad as Peggy's teasing. Was she right?

Ans. Yes, Maddie thought right in believing that her silence was as bad as Peggy's teasing. Silence always encourages an unkind act. A person who sees something wrong happening infront of him/her is as wrong as the person doing wrong. So, Maddie's silence not only encouraged Peggy but also made her guilty of behaving badly with Wanda.

3 Peggy says, "I never thought she had the sense to know we were making fun of her anyway. I thought she was too dumb. And gee, look how she can draw!" What led Peggy to believe that Wanda was dumb? Did she change her opinion later?

Ans. Peggy thought Wanda was dumb because whenever she asked Wanda about her dresses, Wanda would answer that she had a hundred dresses. Peggy thought that Wanda did not know that everybody was making fun of her by asking her the same question again and again. Further, Wanda's neutral face and unusual behaviour made her think that Wanda was dumb.

Yes, Peggy's opinion regarding Wanda changed after she saw the beautiful drawings made by Wanda. Also, the letter sent by Wanda's father made her realise that Wanda was not actually dumb and knew that Peggy along with other girls made fun of her.

4 What important decision did Maddie make? Why did she have to think hard to do so?

Ans. Maddie made an important decision that she would never again hurt anyone's feelings. She also decided not to remain silent when someone was making fun of anyone.

Maddie had to think hard to do so because earlier she had lacked the courage to speak up when someone was being made fun of or teased. It was her guilt that made her think very hard and arrive at the important decision.

5 Why do you think Wanda gave Maddie and Peggy the drawings of the dresses? Why are they surprised?

Ans. Wanda was constantly teased by Peggy and Maddie for her hundred dresses. The girls believed that Wanda was telling a lie. So, Wanda's decision to give Maddie and Peggy the drawings of two particular dresses, can be based on the belief that she wanted the girls to know that the dresses did really exist. Also, her decision may also be a way to show that Wanda did not hate the girls but liked them.

Maddie and Peggy were surprised initially because, even after insulting and teasing Wanda, she had gifted them the drawings. Later on, they were surprised to find their faces on the drawings gifted to them by Wanda.

6 Do you think Wanda really thought the girls were teasing her? Why or why not?

Ans. I think Wanda really thought the girls were teasing her. This is because her father's letter shows that she must have told her father about how the girls at her school insulted and teased her for her name as well as poverty. She must have also told them that they would laugh at her whenever she answered them.

Thinking about Language (Page 80, 81)

1 Here are thirty adjectives describing human qualities. Discuss them with your partner and put them in the two word webs (given below) according to whether you think they show positive or negative qualities. You can consult a dictionary if you are not sure of the meanings of some of the words. You may also add to the list the positive or negative 'pair' of a given word.

kind, sarcastic, courteous, arrogant, insipid, timid, placid, cruel, haughty, proud, zealous, intrepid, sensitive, compassionate, introverted, stolid, cheerful, contented, thoughtless, vain, friendly, unforgiving, fashionable, generous, talented, lonely, determined, creative, miserable, complacent

Ans. **Positive qualities** kind, courteous, placid, zealous, intrepid, sensitive, compassionate, cheerful, contented, friendly, fashionable, generous, talented, determined, creative

Negative qualities stolid, sarcastic, arrogant, insipid, timid, cruel, haughty, proud, introverted, thoughtless, vain, unforgiving, lonely, miserable, complacent

II What adjectives can we use to describe Peggy, Wanda and Maddie? You can choose adjectives from the list above. You can also add some of your own.

1. Peggy 2. Wanda 3. Maddie

Ans.

1. **Peggy** sarcastic, vain, haughty, arrogant, cruel, proud, zealous, thoughtless, unforgiving, insensitive.
2. **Wanda** sensitive, lonely, placid, talented, timid, introverted, creative, generous, forgiving.
3. **Maddie** friendly, kind, compassionate, cowardly, submissive.

III Find the sentences in the story with the following phrasal verbs.

lined up, thought up, took off, stood by

Ans.

1. **Lined up** And she thought of the glowing picture of those hundred dresses made-all lined up in the classroom.
2. **Thought up** Peggy, who had thought up this game and Maddie, her inseparable friend, were always the last to leave.
3. **Took off** Miss Mason took off her glasses, blew on them and wiped them on her soft white handkerchief.
4. **Stood by** She had stood by silently and that was just as bad as what Peggy had done.

IV What does each of these phrasal verbs mean?

Ans. **Lined up** have some items prepared

Thought up invented

Took off removed

Stood by looked on without becoming involved

V Use each of these phrasal verbs in sentences of your own.

Ans. **Lined up** I have lined up a number of activities for the next Sunday.

Thought up Ravi thought up a story to explain his absence from the class.

Took off Jagdish took off his sweater as it was too warm.

Stood by Sameer just stood by while his house was damaged by the storm.

VI Colours are used to describe feelings, moods and emotions. Match the following 'colour expressions' with a suggested paraphrase.

1. The Monday morning *blues*	feel embarrassed /angry /ashamed
2. To go *red* in the face	feel very sick, as if about to vomit
3. Look *green*	sadness or depression after a weekend of fun
4. The *red* carpet	the sign or permission to begin an action
5. *Blue*-blooded	a sign of surrender or acceptance of defeat; a wish to stop fighting
6. A *green* belt	in an unlawful act; while doing something wrong
7. A *blackguard*	a photographic print of building plans; a detailed plan or scheme
8. A *grey* area	land around a town or city where construction is prohibited by law
9. A *white* flag	an area of a subject or a situation where matters are not very clear
10. A *blue* print	a dishonest person with no sense of right or wrong
11. *Red*-handed	a special welcome
12. The *green* light	of noble birth or from a royal family

Ans.

1. The Monday morning *blues*	sadness or depression after a weekend of fun
2. To go *red* in the face	feel embarrassed /angry/ashamed
3. Look *green*	feel very sick, as if about to vomit
4. The *red* carpet	a special welcome
5. *Blue*-blooded	of noble birth or from a royal family
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11. *Red*-handed	in an unlawful act; while doing something wrong
12. The *green* light	the sign of permission to begin an action

Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and answer the questions that follow.

1 Miss Mason stood there a moment and the silence in the room grew tense and expectant. The teacher adjusted her glasses slowly and deliberately. Her manner indicated that what was coming-this letter from Wanda's father-was a matter of great importance. Everybody listened closely as Miss Mason read the brief note.

(i) Who wrote the note to Miss Mason?

(a) Wanda

(b) Wanda's mother

(c) Wanda's father

(d) Peggy

(ii) Choose the option that lists the set of statements that are NOT TRUE according to the given extract.

1. The Teacher loved Wanda.
2. The Teacher was angry on her students.
3. The Teacher was reading Wanda's Letter.
4. The Letter was from Wanda's father.
5. Wanda was leaving the school.
6. Wanda was ill.

(a) 2 and 3 (b) 4 and 5

(c) 1 and 3 (d) 1 and 6

(iii) Why the note was sent to the school?

(a) To complaint against the children of Wanda's class.

(b) As Wanda was bullied in her class.

(c) Jack and Wanda won't be coming to school from now on.

(d) Both (b) and (c)

(iv) What did Miss Mason's action indicate?

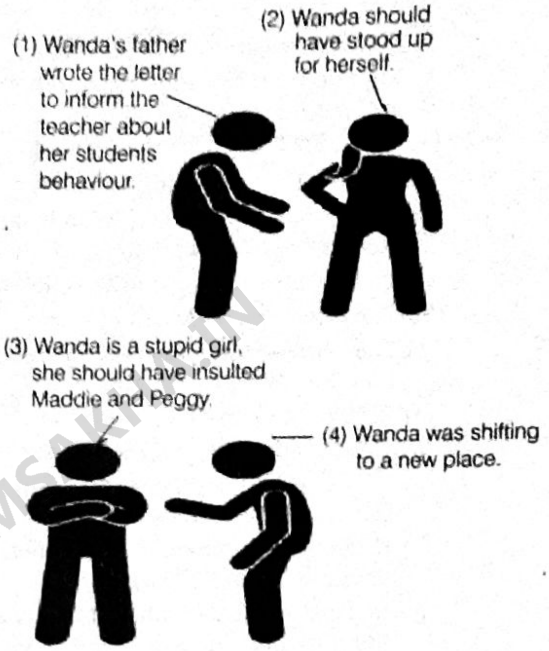
(a) She was going to scold them.

(b) She was going to tell them where was Wanda.

(c) The letter was of great significance.

(d) That Wanda's father was a great man.

(v) Pick the option that correctly classifies Fact/s(F) and Opinion/s (O) of the students below.


(1) Wanda's father wrote the letter to inform the teacher about her students behaviour.
(2) Wanda should have stood up for herself.
(3) Wanda is a stupid girl, she should have insulted Maddie and Peggy.
(4) Wanda was shifting to a new place.

(a) F-1, 2 and O-3, 4 (b) F-1, 3 and O-2, 4

(c) F-1, 4 and O-2, 3 (d) F-2 and O-1, 3, 4

Ans. (i) (c) Wanda's father

(ii) (d) 1 and 6

(iii) (b) As Wanda was bullied in her class.

(iv) (c) The letter was of great significance

(v) (c) F- 1,4 and O- 2,3

2 Tears blurred her eyes and she gazed for a long time at the picture. Then hastily she rubbed her eyes and studied it intently. The colours in the dress were so vivid that she had scarcely noticed the face and head of the drawing. But it looked like her, Maddie! It really looked like her own mouth why it really looked like her own self! Wanda had really drawn this for her. Excitedly, she ran over to Peggy's.

(i) Who is 'she' in the above extract?

(a) Peggy (b) Wanda

(c) Maddie (d) Miss Mason

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(ii) Choose the option that lists the set of statements that are NOT TRUE according to the given extract.

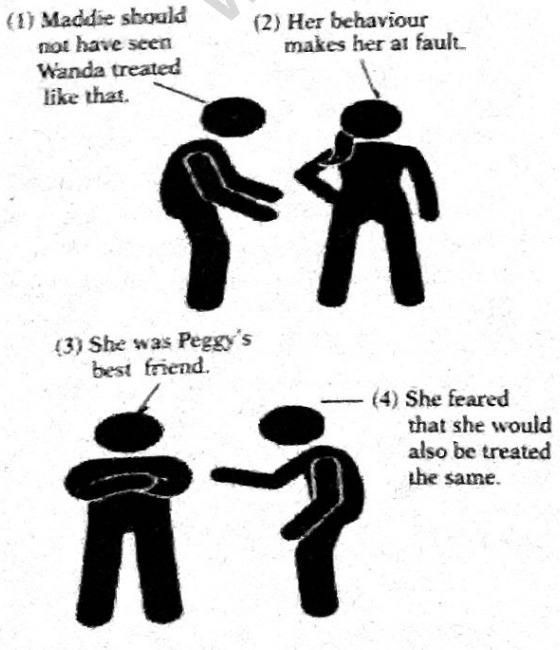
1. The drawing was made by Wanda.
2. The drawing showed that Wanda was a great artist.
3. It also showed that Wanda did not hate them.
4. Peggy and Maddie were best friends with Wanda.
5. Maddie was Peggy's neighbour.
6. Maddie went to Peggy to show her the drawing.

(a) 3,4 and 5 (b) 2,3 and 4
(c) 1,2 and 3 (d) 4,5 and 6

(iii) How did Maddie know that Wanda had drawn the dress for her?
(a) Colours of the dress were Maddie's favourite
(b) The drawing had Maddie's face
(c) The girl wearing the dress looked like Maddie
(d) Both (b) and (c)

(iv) Why did Maddie run over to Peggy?
(a) Because she had noticed her own face in the drawing gifted by Wanda.
(b) Because she wanted to know about the drawing gifted to Peggy.
(c) Because she wanted to tell Peggy about her gifted drawing.
(d) Both (a) and (b)

(v) Pick the option that correctly classifies Fact/s(F) and Opinion/s (O) of the students below.


(1) Maddie should not have seen Wanda treated like that.
(2) Her behaviour makes her at fault.
(3) She was Peggy's best friend.
(4) She feared that she would also be treated the same.

(a) F-1,2 and O-3,4 (b) F-1,3 and O-2,4
(c) F-2,4 and O-1,3 (d) F-3,4 and O-1,2

Ans. (i) (c) Maddie (ii) (d) 4,5 and 6
(iii) (d) Both (b) and (c) (iv) (d) Both (a) and (b)
(v) (a) F-1,2 and O-3,4

3 Dear Teacher

My Wanda will not come to your school anymore. Jake also. Now we move away to big city. No more holler 'Pollack'. No more ask why funny name. Plenty of funny names in the city.

Yours truly,
Jan Petronsk

(i) Choose the option that DO NOT Jan's tone in the writing of the letter.
(a) distressing (b) spiteful
(c) hurt (d) painful

(ii) What, was the primary reason that prompted Mr Petronski to take the decision to move to a big city as mentioned in the letter?
(a) His wish to achieve success in the big city.
(b) His urge to join his relatives who mostly lived in the big city.
(c) His anxiety over their poverty in the small city.
(d) His agony about his children being viewed as 'outsiders' by their schoolmates.

(iii) The dictionary says the following about migration.

Migration involves the movement of people (birds, fish etc.) from one place to another with intentions of settling, permanently or temporarily, at a new location (geographic region).

Choose the option that INCORRECTLY uses 'migration'?
(a) After gold was found in the uninhabited region, there was a migration to that area.
(b) Bears sleep through winters. This migration helps bears to use their stored energy much more slowly.
(c) There was a mass migration of youngsters to the tagged locale, to assist the cause for charity.
(d) Scientists have studied the migration of fish over long distances in the river

(iv) The phrase 'Pollack' reveals a discrimination on the basis of
(a) race (b) gender
(c) religion (d) wealth

(v) The line— *Plenty of funny names in the city*—suggests that the city
   (a) is a melting pot of people from different parts of the world.
   (b) has foreign people willing to give opportunities to the poor.
   (c) is a safe haven for immigrants if they have funny names.
   (d) has a special status for all who are willing to be funny.

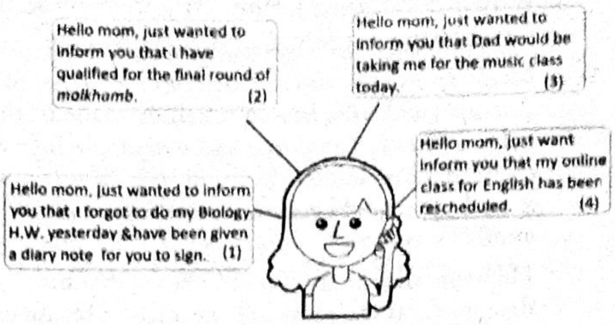
Ans. (i) (b) spiteful
(ii) (d) His agony about his children being viewed as 'outsiders' by their schoolmates.
(iii) (b) Bears sleep through winters. This migration helps bears to use their stored energy much more slowly.
(iv) (a) race.
(v) (a) is a melting pot of people from different parts of the world.

4 Weeks went by and still Wanda did not answer. Peggy had begun to forget the whole business and Maddie put herself to sleep at night making speeches about Wanda, defending her from great crowds of girls who were trying to tease her with, "How many dresses have you got?" And before Wanda could press her lips together in a tight line, the way she did before answering, Maddie would cry out, "Stop!"

(i) The extract shows the feelings of Maddie. Choose the correct option
   (a) guilt, regret and righteousness
   (b) guilt and shame
   (c) shame, regret and courage
   (d) courage and righteousness

(ii) Which of the following is most likely to be a part of Maddie's speech?
   (a) Stop! I think it's about time we asked her a new question. This is not fun anymore. How about her faded dress?
   (b) Stop! Don't you know that I'm the one who had to lead in Peggy's absence? This is unacceptable.
   (c) Stop! How dare you all join in without Peggy's permission? Don't you know she'd be angry?
   (d) Stop! Aren't you all ashamed of yourself? Why do you trouble her? She means no harm to anyone.

(iii) Which of the following declarations is likely to be received with the pressing of lips together in a tight line.


Hello mom, just wanted to inform you that I have qualified for the final round of *molkhamb*. (2)
Hello mom, just wanted to inform you that Dad would be taking me for the music class today. (3)
Hello mom, just want inform you that my online class for English has been rescheduled. (4)
Hello mom, just wanted to inform you that I forgot to do my Biology H.W. yesterday &have been given a diary note for you to sign. (1)

   (a) Option (1)   (b) Option (2)
   (c) Option (3)   (d) Option (4)

(iv) Select the option with a cause-effect relation, with reference to the given extract.
   (a) Wanda's absence— Peggy missing Wanda
   (b) Maddie's need to make amends – Confessing publicly
   (c) Wanda's absence – Maddie's need to make amends
   (d) Peggy teasing Wanda— Maddie's stand against it

(v) Wanda didn't reply to the letter for weeks. Pick the option that DOES NOT supply a possible reason for this, from those given below.
   (a) The letter took more than a couple of weeks reaching her as it didn't have an address and needed to be forwarded.
   (b) She needed time to forgive Maddie and Peggy and think her reply through.
   (c) Peggy had second thoughts after mailing the letter and reclaimed it from the post office, to mail weeks later.
   (d) She was occupied with settling in at the new school in the city.

Ans. (i) (c) shame, regret and courage
(ii) (d) Stop! Aren't you all ashamed of yourself? Why do you trouble her? She means no harm to anyone.
(iii) (a) Option 1
(iv) (c) Wanda's absence – Maddie's need to make amends
(v) (c) Peggy had second thoughts after mailing the letter and reclaimed it from the post office, to mail weeks later.

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Short Answer (SA) Type Questions

[2/3 Marks each

1 **Why did Wanda's father Mr Petronski write a letter to the Principal and Miss Mason?**

Ans. Mr. Petronski, Wanda's father, wrote a letter to the Principal and Miss Mason to tell them the truth behind Wanda's absence from school. He informed them that his children Jack and Wanda would not attend the school because they were moving to another city.

He wrote that he was upset to know that his daughter was teased by her classmates because of her strange name and poverty.

2 **What do you think about Wanda's action of not coming to school any more?** **CBSE 2016**

Ans. I think that Wanda took the right action by not coming to school any more, Anybody in her place would feel insulted if she was teased for her strange name and for her shabby dress. She was correct in telling her father to educate her in a school in which she would not be teased.

3 **How did Peggy and Maddie try to amend for their behaviour towards Wanda?** **CBSE 2015**

Ans. Peggy and Maddie tried to amend for their behaviour towards Wanda when they heard the letter from Wanda's father. Both of them decided to visit Wanda's house to apologise to her.

Peggy tried to justify her actions by saying that she never made fun of Wanda for her name and that Wanda would have never made the drawings if she had not teased Wanda. Maddie on the other hand, decided to not support anyone insulting behaviour.

4 **Why did Maddie have sleepless nights?**

Ans. Maddie had sleepless nights because she was very upset about remaining silent when Peggy teased Wanda. She felt ashamed of her behaviour and felt that she would never be able to apologise to Wanda.

5 **Why was there no reply of the letter writte to Wanda by the girls?** **CBSE 20**

Ans. There was no reply to the letter written to Wanda by the girls because Wanda had shifted to a bigger city.

The letter must have been forwarded to her in the big city if her father had left a forwarding address at the post office nearest to Boggins Heights. This would have taken a long time. That is why there was no reply of the letter written to Wanda by girls.

6 **How did Peggy and Maddie know that Wanda had received their letter?**

Ans. Peggy and Maddie knew that Wanda had received their letter because Wanda had sent a letter to Miss Mason.

In the letter, she requested Miss Mason to gift her drawings the students in the class. Wanda had specifically requested to give two drawings to Peggy and Maddie. Those drawings, too had Peggy's and Maddie's face drawn on it.

7 **What impression do you form of Wanda Petronski on the basis of reading the lesson 'The Hundred Dresses'?** **CBSE 20**

or **What kind of a girl was Wanda Petronski?**

Ans. From the lesson 'The Hundred Dresses' we can say that Wanda Petronski was a very kind and simple-hearted girl. She never behaved badly with anyone. She was very talented at drawing as she wa the drawing contest.

She was forgiving and generous, as she forgave Peggy and Maddie by gifting them two of her drawings. So, it can be said that Wanda was a mature, sensible and loving girl who cared about everyone.

Long Answer (LA) Type Questions

[5 Marks each

1 **You are 'Wanda'. You are deeply hurt by the behaviour of your classmates. Express your feelings in the form of a diary entry.** **CBSE 2014**

Ans. Tuesday, 30th March, 20XX
10:00 PM
Dear Diary

I am very much aggrieved and disturbed by the insulting words of my classmates, Peggy and Maddie. Both of them teased me for being a Polish girl having a long and strange name. I feel helpless to reply to them. Peggy teases me by asking about my dress. She asks me how many dresses, shoes, hats etc I have. When I reply that I have a hundred dresses and sixty pairs of shoes; they ask whether all of them are of different colours and designs. Maddie always remains silent and thus supports Peggy. In doing so, she lacks courage to state what is right and what is wrong. I never react and try to smile their irritating questions. I know there will be no difference between then and me if I also insult them. Now that my father has come to know what I am going through, he has decided to shift to another city. Good night!

2 **Peggy was not really cruel but definitely insensitive to human feelings. Maddie, on the other hand, was very sensitive and delicate yet they both are best friends. In the light of the given statement, compare and contrast the two girls.**

Ans. Peggy and Maddie were inseparable best friends. They always stayed with each other and made fun of Wanda. However, both of them were very different from each other.

Peggy was a rich and a beautiful girl who was the most popular girl of the class. She was kind to young children and animals, but was insensitive to human feelings.

She continuously made fun of Wanda without thinking about Wanda's feelings. Peggy was also arrogant. When she heard Wanda's father's letter, she believed that she was not to be blamed because she never made fun of Wanda for her name.

In addition, she even thought that Wanda made the drawing of the dresses because of her teasing. On the other hand, Maddie was an emotional girl. She was poor but was sensitive and delicate. She lacked the courage to stop Peggy from teasing Wanda even if she did not like it. Later on, she feels guilty and ashamed of her silence. She could not stop thinking about Wanda and always felt the need to apologise to her.

Her guilt made her decide to stop anyone mocking others. She decided to speak up against any bad behaviour even if it meant losing Peggy's friendship. Thus, both Peggy and Maddie, though very different from each other but were best friends.

3 **'The Hundred Dresses - II' gives out a moral lesson of what a man should be like as Wanda displays herself in the given situation. Wanda by her behaviour towards Peggy and Maddie shows her exalted character as is seen in her letter. How far would you agree with her and justify such a behaviour in all persons as essential? Write a paragraph on such an aspect.** **CBSE 2015**

Ans. I agree with the statement that Wanda Petronski's letter highlights her greatness. It gives us a view of her nature as a simple, loving, caring and friendly human being. She gifts her drawings to Peggy and Maddie though they have teased her a lot. It shows how great she is as it requires a lot of courage and patience to do so. An ordinary person cannot do that. Such a person would definitely hate them but Wanda shows polite and peaceful traits of her character.

In our society, it is very difficult to find such a character. But such traits are necessary to be a good human being. Wanda's letter show she is polite, friendly and a humble person. We all should try to have or acquire such traits in our character. Then everyone would praise us and we can live peacefully.

4 **At the end of the story, how does Wanda succeed in winning the love and confidence of her classmates?**

Ans. Wanda was a Polish girl in an all American school. She had an unfamiliar name and different looks because of which she was constantly teased by her classmates. Peggy, Maddie and the other girls used to make fun of her dresses. Wanda used to tell them that she had a hundred dresses and sixty pairs of shoes even though she wore the same faded blue cotton dress everyday. Fed up with her teasing, she left the school and moved to a big city with her family.

Before leaving she had taken part in an art competition in the school. She had submitted about a hundred drawings of designs of dresses. They were so beautiful that every student of her class was amazed. Later, she gifted all her drawings to her classmates inspite of their teasings.

Because of her acts her classmates not only realised their mistakes but were also impressed by her talents. They were filled with love and confidence for Wanda. In this way, Wanda succeeded in winning the love and confidence of her classmates at the end of the story.

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Self Assessment

Extract Based Question

Read the following extract carefully and answer the questions that follow.

1 Peggy was not really cruel. She protected small children from bullies. And she cried for hours if she saw an animal mistreated. If anybody had said to her, 'Don't you think that is a cruel way to treat Wanda?' She would have been very surprised. Cruel? Why did the girl say she had a hundred dresses?

(i) What tells you that Peggy wasn't cruel?
  (a) She protected small children from bullies.
  (b) She couldn't see animals getting mistreated.
  (c) She did not make Wanda cry.
  (d) All of the above

(ii) In what way was Peggy cruel to Wanda?
  (a) She made fun of her.
  (b) She used to push her on the ground.
  (c) She used to bully her.
  (d) She used to insult her.

(iii) The given lines show
  (a) thoughts of narrator.
  (b) thoughts of Wanda.
  (c) thoughts of Maddie.
  (d) thoughts of Miss Mason.

(iv) Why would Peggy cry?
  (a) If children were mistreated.
  (b) If Wanda was mistreated.
  (c) If animals were mistreated.
  (d) All of these

(v) The word .... means 'people who use their power to frighten weaker section'.
  (a) mistreat (b) bullies (c) cruel (d) surprised

Short Answer (SA) Type Questions

2 Describe the condition of Wanda's house on Boggins Heights.

3 Who wrote the letter to the Principal and why?

4 What did Wanda gift Maddie and Peggy on Christmas?

5 How did Maddie and Peggy spend Saturday afternoon?

Long Answer (LA) Type Questions

6 Do you agree that we should respect every student in the class, or should we make fun of anyone due to their name, caste or religion? Explain your thoughts on the basis of the story 'The Hundred Dresses–II'.

7 Did Peggy realise her fault? How did she defend herself from the blame that Maddie put on her?

8 Give the character sketch of Maddie. What would be your reaction if you had a friend like of Peggy?

CHAPTER

07

Glimpses of India

Chapter Overview

In this part, the narrator presents a pen-portrait of a traditional Goan village baker who still has an important place in its society. This chapter illustrates that the old portuguese traditions still exist within the state. The traditional cakes and breads baked during important occasions and festivals depict that baking is an important aspect of the Goan culture.

I. A Baker from Goa

by Lucio Rodrigues

This part is a pen-portrait of a traditional Goan village baker or pader who still has an important place in Goan culture.

Summary

The Old Portuguese Days in Goa

In the old Portuguese days, the Portuguese were famous for their loaves of bread. The Portuguese left Goa a long time ago but the traditional bakers and their furnaces (a machine for baking) still exists in Goa.

The mixers, moulders and the persons who bake the loaves still exist in Goa. The sound of the baker's bamboo can still be heard in some places. Bakers are known as *pader* and they still carry on the traditional baking practices.

The Traditional Baker during the Narrator's Childhood

The narrator recalls his childhood in Goa. When the baker used to be their friend, companion and guide. He came to their house twice a day. Once in the morning while selling his bread and again in the evening after selling all his bread.

The baker used to arrive with a jingling sound of the bamboo stick that woke up everyone. The children ran to meet the baker when they heard the sound. They ran for getting the bread-bangles specially made of sweet bread.

The Baker's Arrival

The baker supported the bread basket on his head. His one hand supported the basket and other hand banged the bamboo stick on the ground. As the baker came, he would call out the lady of the house and wish her 'Good Morning'. The children would be pushed aside and the loaves would be delivered to the maid servant. The children would not even brush their teeth and ate bread bangles made of bread with tea.

Importance of Bread in Traditional Ceremonies

Marriages or any festival were incomplete without the sweet bread known as bol. Sandwiches were prepared by the lady of the house for her daughter's engagement. Cakes and *bolinhas* were essential for Christmas and other festivals.

The Baker's Dress and Monthly Accounts

The baker in Goa wore a special dress known as *Kabai*. It was a single piece long frock that reached down to his knees. During the narrator's childhood, bakers wore shirts trousers which were shorter than full-length and longer than half pants. Even today if anyone dares to go out in the streets wearing half pants, he is referred to as a *pader* (baker). The baker usually collected his bills at the end of the month. The baker's monthly accounts used to be recorded on some wall in pencil.

Baking : A Profitable Profession

In old days, baking was a profitable profession. A bake family and servants were always happy and prosperous. Their body structure proved the fact that a baker and h family were never hungry.

WORD MEANINGS

The given page nos. correspond to the pages in the prescribed textbook.

Word	Meaning
Page 85	
reminiscing nostalgically	thinking fondly of the past
loaves	a quantity of bread that is shaped and baked in one piece and usually sliced
vanished	gone
mixers	persons kneading the flour
moulders	persons giving bread a particular shape
furnace	very hot enclosed chamber
extinguished	put out
thud	a dull and heavy sound
jingle	a light ringing sound
Page 86	
heralding	announcing
staff	stick
rebuke	disapproval or scolding
Parapet	A low protective wall along the edge of a roof
fragrance	scent, smell
Page 87	
feast	party
prosperous	marked success or economic well-being
plump physique	pleasantly fat body
open testimony	public statement about a character or quality

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Oral Comprehension Check *(Page 86)*

1 What are the elders in Goa nostalgic about?

Ans. The elders in Goa are nostalgic about the good old Portuguese days. They remember the loaves of bread made by Portuguese bakers.

2 Is bread-making still popular in Goa? How do you know?

Ans. Yes, bread-making is still popular in Goa.This is very clear from the narrator's statement that the Portuguese have gone away but the traditional bakers and their furnaces are still exists in Goa. The mixers, moulders and the persons who bake the loaves still exist in Goa.

3 What is the baker called?

Ans. The baker is called *pader* in Goa.

4 When would the baker come everyday? Why d the children run to meet him?

Ans. The baker would come twice a day, once early in the morning and the second time when he returned after selling all his bread.

The children would run to meet him as they wanted bread-bangles, which they choose very carefully.

Oral Comprehension Check *(Page 87)*

1 Match the following. What is a must

(i) as marriage gifts? – cakes and *bolinhas*
(ii) for a party or a feast? – sweet bread called bol
(iii) for a daughter's engagement? – bread
(iv) for Christmas? – sandwiches

Ans. (i) as marriage gifts – sweet bread called *bol*

(ii) for a party or a feast – bread

(iii) for a daughter's engagement – sandwiches

(iv) for Christmas – cakes and *bolinhas*

2 What did the bakers wear :

(i) in the Portuguese days?

(ii) when the author was young?

Ans. (i) The bakers usually wore a peculiar dress called *Kabai*. It was a single piece long frock reaching down to the knees.

(ii) When the author was young, he saw the bakers wearing a shirt and trousers. The trousers were shorter than full length and longer than half-pants.

3 Who invites the comment – "he is dressed like a *pader*?" Why?

Ans. Any person who is wearing a half pant which reaches just below the knees invites this comment. This is because the baker, known as *pader*, used to dress like that.

4 Where were the monthly accounts of the baker recorded?

Ans. The monthly accounts of the baker were recorded on some wall in the house with a pencil.

5 What does a 'jackfruit-like appearance' mean?

Ans. It means having a plump physique, like a jackfruit. Such a physique was linked to the bakers because they never starved. Baking was a profitable profession. The Baker and his family always looked happy and prosperous and had a jack fruit like appearance.

Thinking About the Text (Page 88)

1 Which of these statements are correct?

(i) The *pader* was an important person in the village in old times.

(ii) *Paders* still exist in Goan villages.

(iii) The *paders* went away with the Portuguese.

(iv) The *paders* continue to wear a single-piece long frock.

(v) Bread and cakes were an integral part of Goan life in the old days.

(vi) Traditional bread-baking is still a very profitable business.

(vii) *Paders* and their families starve in the present times.

Ans. (i) Correct (ii) Correct

(iii) Incorrect (iv) Incorrect

(v) Correct (vi) Correct

(vii) Incorrect

2 Is bread an important part of Goan life? How do you know this?

Ans. Yes, bread is an important part of Goan life.

We know this as it is needed for marriage gifts, parties and feasts. Bread is needed by a mother for preparing sandwiches during her daughter's engagement. Cakes and bolinhas are essential for Christmas and other festivals.

3 Tick the right answer. What is the tone of the author when he says the following?

(i) The thud and the jingle of the traditional baker's bamboo can still be heard in some places. (nostalgic, hopeful, sad)

(ii) Maybe the father is not alive but the son still carries on the family profession. (nostalgic, hopeful, sad)

(iii) I still recall the typical fragrance of those loaves. (nostalgic, hopeful, naughty)

(iv) The tiger never brushed his teeth. Hot tea could wash and clean up everything so nicely, after all. (naughty, angry, funny)

(v) Cakes and *bolinhas* are a must for Christmas as well as other festivals. (sad, hopeful, matter-of-fact)

(vi) The baker and his family never starved. They always looked happy and prosperous. (matter-of-fact, hopeful, sad)

Ans. (i) Nostalgic (ii) Hopeful

(iii) Nostalgic (iv) Funny

(v) Matter-of-fact (vi) Matter-of-fact

Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and choose the correct option.

1 Our elders are often heard reminiscing nostalgically about those good old Portuguese days, the Portuguese and their famous loaves of bread. Those eaters of loaves might have vanished but the makers are still there.

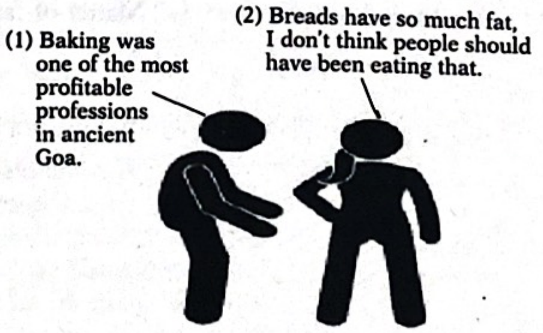
(i) Who are 'those' in the given extract?
(a) The Portuguese tourists
(b) Makers of Portuguese bread
(c) Eaters of Portuguese bread
(d) The narrator's Portuguese neighbours

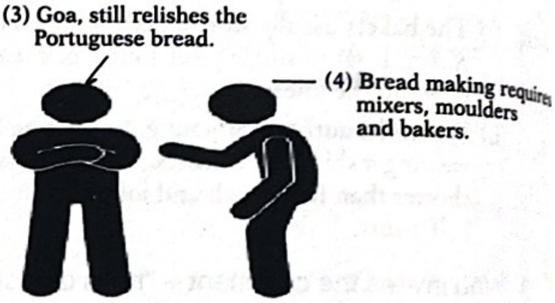
(ii) Choose the option that lists the set of sentences that are NOT TRUE according to the given extract.
1. The loaves loved by the narrator's are of Portuguese bread.
2. The loaves of bread are a special delicacy in Goa.
3. The baker is a celebrated personality of Goa.
4. Baking as a profession is dead in Goa.
5. The arrival of a baker is a special highlight of the day for the narrator.
6. The narrator is one of the lovers of the loaves of bread.

(a) 1 and 2 (b) Only 4
(c) Only 6 (d) 3 and 5

(iii) Who have vanished?
(a) Portuguese
(b) Makers of Portuguese bread
(c) Eaters of Portuguese bread
(d) The Portuguese tourists

(iv) Pick the option that correctly classifies Fact/s (F) and Opinion/s (O) of the students below.


(1) Baking was one of the most profitable professions in ancient Goa.
(2) Breads have so much fat, I don't think people should have been eating that.


(3) Goa, still relishes the Portuguese bread.
(4) Bread making requires mixers, moulders and bakers.

(a) F-1,3,4 and O-2 (b) F-1,4 and O-2,3
(c) F-2,3 and O-1,4 (d) F-3 and O-1, 2,4

(v) How is the traditional baker recognised?
(a) With the thud and jingle of the bamboo.
(b) With his baking style.
(c) With his clothing style.
(d) None of the above

Ans. (i) (c) Eaters of Portuguese bread
(ii) (b) Only 4
(iii) (a) Portuguese
(iv) (c) F-2,3 and O-1,4
(v) (a) With the thud and jingle of the bamboo

2 The baker made his musical entry on the scene with the 'jhang jhang' sound of his specially made bamboo staff. One hand supported the basket on his head and the other banged the bamboo on the ground. He would greet the lady of the house with 'Good Morning' and then place his basket on the vertical bamboo. We kids would be pushed aside with a mild rebuke and the loaves would be delivered to the servant. But we would not give up. We would climb a bench or the parapet and peep into the basket, somehow.

(i) How would the baker greet the lady of the house?
(a) With Good Evening
(b) With Good Morning
(c) With a Bow
(d) With a Smile

(ii) Choose the option that lists the set of statements that are NOT TRUE according to the given extract.

1. The baker was a celebrated individual.
2. The children loved the loaves of bread.
3. The baker was very rude.
4. Only the servant would address the baker.
5. The baker entered with a musical sound.
6. The baker carried the loaves of bread in a box.

(a) 1,2 and 4 (b) 2,5 and 6
(c) 1,3 and 5 (d) 3,4 and 6

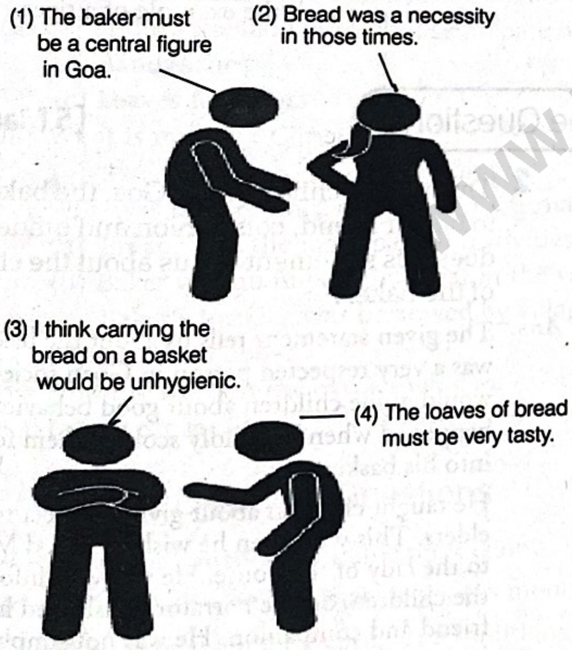
(iii) What did the baker do first once he reached a house?

(a) Place the basket and deliver the loaves.
(b) Place the basket on the vertical bamboo and deliver the loaves to the servant.
(c) Deliver the loaves to the lady of the house.
(d) None of the above

(iv) Why would the children not give up?

(a) Peeping into the basket.
(b) Crying to peep into the basket.
(c) Finding other ways to peep into the basket.
(d) Pushing aside others to peep into the basket.

(v) Pick the option that correctly classifies Fact/s (F) and Opinion/s (O) of the students below.


(1) The baker must be a central figure in Goa.
(2) Bread was a necessity in those times.
(3) I think carrying the bread on a basket would be unhygienic.
(4) The loaves of bread must be very tasty.

(a) F- 1,2 and O- 3,4 (b) F- 1,4 and O- 2,3
(c) F- 2,3 and O- 1,4 (d) F- 1,3 and O-2,4

Ans. (i) (b) With Good Morning (ii) (d) 3,4 and 6
(iii) (b) Place the basket on the vertical bamboo and deliver the loaves to the servant.
(iv) (c) Finding other ways to peep into the basket.
(v) (b) F- 1,4 and O- 2,3

3 Monthly accounts used to be recorded on some wall in pencil. Baking was indeed a profitable profession in the old days. The baker and his family never starved. He, his family and his servants always looked happy and prosperous. Their plump physique was an open testimony to this.

(i) Who is the author of 'A Baker from Goa'?

(a) Arup Kumar Dutta
(b) Lokesh Abrol
(c) Lucio Rodrigues
(d) None of these

(ii) Which profession was a profitable one in old days?

(a) Cooking (b) Baking
(c) Accounting (d) Teaching

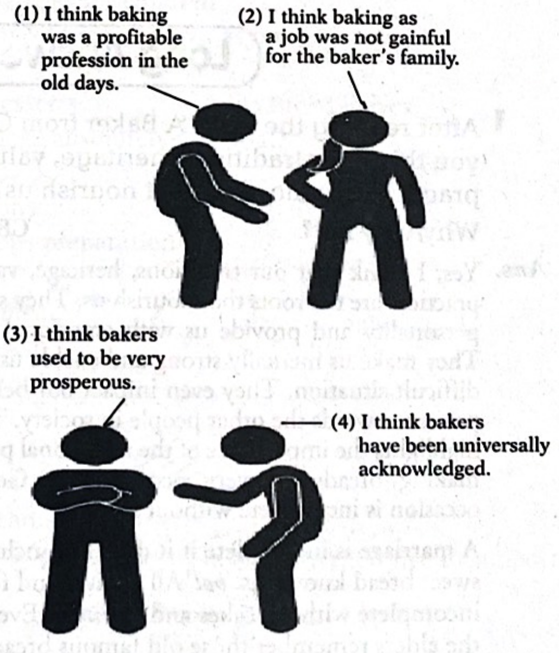
(iii) Monthly records used to be recorded on

(a) notebook (b) paper
(c) walls (d) computers

(iv) What gives a testimony to the statement according to which baking was a profitable profession?

(a) Their happiness (b) Their plump physique
(c) Their prosperity (d) All of the above

(v) Pick the option that correctly classifies Facts (F) and Opinions (O) of the students below.


(1) I think baking was a profitable profession in the old days.
(2) I think baking as a job was not gainful for the baker's family.
(3) I think bakers used to be very prosperous.
(4) I think bakers have been universally acknowledged.

(a) F- 1,3 and O- 2,4 (b) F- 2,4 and O- 1,3
(c) F- 1,2 and O- 3,4 (d) F- 3 and O-1,2,4

Ans. (i) (c) Lucio Rodrigues (ii) (b) Baking
(iii) (c) walls (iv) (d) All of the above
(v) (a) F- 1, 3 and O- 2, 4

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Short Answer (SA) Type Questions

[2/3 Marks each]

1 **How did the baker make his entry?**

Ans. The baker made his entry with the jingling sound of his specially made bamboo stick. His one hand supported the basket on his head and the other hand banged the bamboo on the ground. It was like a musical entry to get others' attention.

2 **What did the baker do first once he reached a house?**

Ans. Once the baker reached a house, he would first greet the lady of the house by saying 'Good Morning'. He would then place the basket on the vertical bamboo and deliver the loaves to the servant.

3 **Why was the baker's furnace essential in a traditional Goan village?** **CBSE 2010**

Ans. The baker's furnace was essential in a traditional Goan village because different kinds of breads were required for different occasions. Marriage gifts are meaningless without the sweet bread known as *bol*. The lady of the house must prepare sandwiches on the occasion of her daughter's engagement. Cakes and bolinhas are essential for Christmas as well as other festivals.

4 **Describe the dress of the bakers.**

Ans. The bakers had a peculiar dress earlier known as the *Kabai*. It was a one piece long frock reaching down to the knees. They also wore a shirt and trousers which were shorter than full-length ones and longer than half-pants.

5 **'Baking was, indeed, a profitable profession'. Elaborate how.**

Ans. Baking was a profitable profession in the old days as baker was essential part of the Portugese tradition in Goa. He baked breads for every occasions. So, a baker and his family never starved. Even their servants looked happy and prosperous.

6 **How do we know that Goa's bakers are very prosperous ?** **CBSE 2019**

Ans. We know that Goa's bakers are very prosperous from their plump physique. Baking in Goa is an important profession as breads were an essential part of all festivities in Goa. As a result, the baker, his family and servants never starved. They were always happy.

7 **'The tiger never brushed his teeth'. Why does the author say so?**

Ans. The children are as free as the tiger in the jungle. They do not care about brushing their teeth or washing their mouths. They start eating as soon as they wake up.

The author presents their carefree attitude by supporting it with the example of a tiger.

Long Answer (LA) Type Questions

[5 Marks each]

1 **After reading the story 'A Baker from Goa', do you think our traditions, heritage, values and practices are the roots that nourish us? Why/why not?** **CBSE 2015**

Ans. Yes, I think that our traditions, heritage, values and practices are the roots that nourish us. They shape our personality and provide us with emotional support. They make us mentally strong and enable us to face a difficult situation. They even impact our behavioural pattern towards the other people in society. The story highlights the importance of the traditional practice of making breads at every occasion. In Goa, every occasion is incomplete without bread.

A marriage is incomplete if it does not include a sweet bread known as *'bol'* All festival and feasts are incomplete without cakes and *bolinhas*. Even today, the elders remember those old famous breads baked by Portuguese bakers. From childhood till this old age, they remember the Portuguese bread. This shows that bread is an important part of the Goan life that continues even today. Thus, our traditional practices keep our past heritage alive and nourishes us.

2 **'During our childhood in Goa, the baker used to be our friend, companion and guide.' What does this statement tell us about the character of the baker?**

Ans. The given statement tells us about the baker that he was a very respected person in Goan society. He would guide children about good behaviour. This happened when he mildly scolded them for peeping into his basket.

He taught children about giving respect to the elders. This was when he wished 'Good Morning', to the lady of the house. He was very informal with the children. So the narrator considered him a friend and companion. He was not simply a vendor interested in selling what he made.

A party or feast lost its charm without bread. Cakes and *bolinhas* were a must for Christmas and other festivals. Presence of the baker's furnace in the village was absolutely essential. Thus, he was an important character in Goan society of those days. He used to represent a highly admired portuguese tradition.

3 Why were the children fascinated by the baker? How did they show their eagerness to see him? **CBSE 2020**

Ans. The narrator of the chapter 'A Baker from Goa' while talking about the traditional Portuguese bakers of Goa states that he along with the other children was fascinated by the baker as the baker was their friend, companion and guide. They would always look at him whenever he used to come across their street in a day.

The children according to the narrator, were eager to see him. They used to wake up whenever they heard the jingling sound of the bakers's bamboo stick. Whenever the baker greeted the lady of the house, they would surround the baker who would rebuke them and hand over the loaves to a servant. Then, the children would limb over a chair to peep into the basket full of bread loaves. These children didn't even brush their teeth before taking the bread bangles that they could choose carefully. Their actions made it clear that the children were fascinated by the baker and were always eager to see him.

Self Assessment

Extract Based Question

Read the following extracts carefully and answer the following questions

1 Marriage gifts are meaningless without the sweet bread known as the bol, just as a party or a feast loses its charm without bread. Not enough can be said to show how important a baker can be for a village. The lady of the house must prepare sandwiches on the occasion of her daughter's engagement. Cakes and bolinhas are a must for Christmas as well as other festivals. Thus, the presence of the baker's furnace in the village is absolutely essential.

(i) Without what marriage gifts are meaningless?
(a) Sandwiches
(b) Bolinhas
(c) Sweet bread known as bol
(d) Bread loaves

(ii) What does the lady of the house prepare on the occasion of her daughters engagement?
(a) Sandwiches
(b) Bangles for children
(c) Loaves for elders
(d) Sweet bread known as bol

(iii) What is must for Christmas?
(a) Sweets
(b) Bolinhas
(c) Desserts
(d) Bread loaves

(iv) Why was the presence of the baker's furnace in the village absolutely essential?
(a) Breads was the main part of festivities
(b) Baker was an important guest in the village functions
(c) Baker's furnace was borrowed by villagers for various preparations.
(d) All of the above

(v) Find the word in the extract which means celebration meal.
(a) Sweet bread
(b) Party
(c) Feast
(d) Festivities

Short Answer (SA) Type Questions

2 Why is baking called a profitable profession?

3 How did the baker ensure that he got his money for the bread supplied?

4 Baking was considered essential in a traditional Goan village. What reasons does the writer give to support his point?

Long Answer (LA) Type Question

5 Give a pen-portrait of a Goan village Baker.

II. COORG

by Lokesh Abrol

Chapter Overview

This part describes Coorg which is situated between Mysore and the coastal town of mangalore. It is the home of evergreen forests, spices and coffee plantations. This place is inhabited by a proud race of martial men, beautiful women and wild creatures. It is also known as the land of rolling hills.

This part is a pen-portrait of Coorg, which is a coffee growing area. It is also famous for its rain forests and spices.

Summary

A Heaven called Coorg

Coorg or Kodagu is the smallest district of Karnataka. It lies midway between Mysore and the coastal town of Mangalore. It is like a heaven on Earth. It is a land of rolling stones that is inhabited by martial men, beautiful women and wild creatures.

Weather and Environment of Coorg

It consists of evergreen forests, coffee and spice plantation. During monsoon, this small heaven receives a lot of rain. So, the best season to visit Coorg starts in September and continues upto March. The weather is pleasant during these months and the smell of coffee is all around. Many coffee estates and colonial bunglows are scattered around the forests.

The Origin of People of Coorg

The people of Coorg are possibly descendents of Greeks and Arabs. It is believed that Alexander's army moved South along the coast and settled there, when they were unable to return to their country. These people married among the locals and their culture can be witnessed by their martial traditions, marriages and religious rites.

The Kodavus (residents of Coorg) wear a long black coat with an embroidered waist belt known as *Kuppia*. It resembles *Kuffia* worn by the Arabs and the Kurds.

Hospitality and Bravery Tales of Kodavus

Kodavus are known for their hospitality. There are many tales of bravery related to the people of Coorg. The Coorg Regiment is one of the most decorated regiments of the Indian Army. The first Chief of the Indian Army, General Cariappa was a coorgi. Kodavus are the only people in India permitted to carry Firearms without a licence.

River Kaveri and Wildlife in Coorg

The river Kaveri originates in the hills of Coorg. In the waters of the river, a large freshwater fish, Mahaseer can be found in abundance. Kingfishers dive in the river for fish. Other animals found here are squirrels, langurs, etc. Elephants enjoy being bathed and scrubbed in the river by their mahouts.

Tourism in Coorg

Coorg offers many adventurous activities such as river rafting, canoeing, rappelling, rock climbing, mountain biking and trekking. Birds, bees, butterflies, Macaques, Malabar squirrels, etc catch our attention.

One can have a panoramic view of the entire Coorg by climbing the Brahmagiri hills. Other interesting places are the Nisargadhame and the largest Tibetan settlement of Buddhist monks at Bylakuppe. This settlement is inhabited by monks in red, ochre and yellow robs.

Reaching Coorg

Coorg can be reached by road and by rail. If one prefers to go by air, then the nearest airports are Bangalore and Mangalore. By road, it is around 250-260 km from Bangalore.

WORD MEANINGS

The given page nos. correspond to the pages in the prescribed textbook.

Word	Meaning
PAGE 90	
drifted	seperated
martial	having to do with war
plantations	an area planted with trees
pours	rains heavily
commences	begins
Invigorating	make one feel strong, healthy and full of energy
colonial	old British style
tucked	hidden
canopies	roof like coverings that form shelters
prime	the best
fiercely	powerfully
descent	origin
mainstream	a tradition which most people follow
PAGE 91	
hospitality	generous and friendly treatment of visitors and guests
tales of valour	stories of courage and bravery, usually in war
most decorated	having received maximum number of awards for bravery in war
permitted	allowed
abound	exist in large numbers
scrubbed	to rub for purpose of clean
mahouts	the keepers of elephants
laidback	relaxed
rafting	travelling in a river in a raft
canoeing	travelling in a river in a canoe
rappelling	going down a cliff by sliding down a rope
PAGE 92	
trails	paths created by walking
panoramic view	a view of a wide area of land
misty	filled with fog
ochre	a moderate yellow-orange to orange colour

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Thinking About The Text (Page 92)

1 Where is Coorg?

Ans. Coorg or *Kodagu*, the smallest district of Karnataka, is situated in midway between Mysore and the coastal town of Mangalore.

2 What is the story about the Kodagu people's descent?

Ans. One story about the descent of Kodagu is that they are descendants of Greeks or Arabs. A section of Alexander's army moved South along the coast and settled here. These people married among the locals which influence their clothing, martial practices and marriage rituals and show a difference from Hindu tradition.

3 What are some of the things you now know about

(i) the people of Coorg?
(ii) the main crop of Coorg?
(iii) the sports it offers to tourists?
(iv) the animals you are likely to see in Coorg?
(v) its distance from Bangalore and how to get there?

Ans. (i) They are fiercely independent people and have descended from the Greeks or the Arabs. They are hospitable and courageous people. They are the only people in India who are permitted to carry a gun without a licence. The narrator has described the people of Coorg as a proud race of martial men and beautiful women.

(ii) Coffee is the main crop of Coorg.

(iii) It offers many adventure sports. These include river rafting, canoeing, rappelling, rock climbing, mountain biking and trekking.

(iv) The animals likely to be seen in Coorg are macaques, Malabar squirrels, *langurs*, slender loris, elephants, etc.

(v) The distance between Coorg and Bangalore is about 250-260 km. There are two routes from Bangalore that go to Coorg and both of them are of same distance.

4 Here are six sentences with some words in italics. Find phrases from the text that have the same meaning. (Look in the paragraphs indicated)

(i) During monsoons it rains so heavily *that tourists do not visit Coorg*. (Para 2)
(ii) *Some people say that* Alexander's army moved South along the coast and settled there. (Para 3)
(iii) The Coorg people *are always ready to tell* stories of their son's and father's valour. (Para 4)
(iv) *Even people who normally lead an easy and slow life get smitten by* the high energy adventure sports of Coorg. (Para 6)
(v) The theory of the Arab origin *is supported by* the long coat with embroidered waist-belt they wear. (Para 3)
(vi) Macaques, Malabar squirrels *observe you carefully* from the tree canopy. (Para 7)

Ans. (i) to keep many visitors away
(ii) As one story goes
(iii) are more than willing to recount
(iv) The most laidback individuals become converts to
(v) draws support from
(vi) keep a watchful eye

Thinking About Language *(Page 93)*

Certain words 'go together'. Such 'word friends' are called *collocations*. The collocation of a word is 'the company it keeps'. For example, look at the paired sentences and phrases below. Which is a common collocation and which one is odd? Strike out the odd sentence or phrase.

(a) 'How old are you?'
'How young are you?'
(b) A pleasant person
A pleasant pillow

Ans. (a) The odd sentence is 'How young are you?'
(b) The odd phrase is 'A pleasant pillow'.

1 Here are some nouns from the text.

culture monks surprise experience weather tradition

Work with a partner and discuss which of the nouns can collocate with which of the adjectives given below. The first one has been done for you.

unique terrible unforgettable serious ancient wide sudden

(i) culture: unique culture, ancient culture
(ii) monks: __________
(iii) surprise: __________
(iv) experience: __________
(v) weather: __________
(vi) tradition __________

Ans. (ii) monks: serious monks, unique monks
(iii) surprise: terrible surprise, unforgettable surprise
(iv) experience: unique experience, terrible experience, unforgettable experience
(v) weather: terrible weather, unique weather
(vi) tradition: unique tradition, ancient tradition

2 Complete the following phrases from the text. For each phrase, can you find at least one other word that would fit into the blank?

(i) Tales of ....
(ii) Coastal ....
(iii) A piece of ....
(iv) Evergreen ....
(v) .... plantations
(vi) .... bridge
(vii) Wild ....

Ans.

(i) Tales of	valour	bravery
(ii) Coastal	town	belt, plains
(iii) A piece of	heaven	cake
(iv) Evergreen	rainforests	jungle
(v) .... plantations	coffee	tea, banana
(vi) .... bridge	rope	concrete, steel
(vii) Wild	creatures	animals

Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and choose the correct option.

1 These people married amongst the locals and their culture is apparent in the martial traditions, marriage and religious rites, which are distinct from the Hindu mainstream. The theory of Arab Origin draws support from the long, black coat with an embroidered waist-belt worn by the Kodavus, known as *Kuppia*, it resembles the *Kuffia* worn by the Arabs and the Kurds.

(i) Which things show that their culture is distinct from Hindu mainstream in the above extract?
(a) Martial Traditions (b) Marriage
(c) Religious Rites (d) All of these

(ii) What is so similar between Kodavus and Arabs?
(a) A traditional dress with embroidery.
(b) A modern dress with stonework.
(c) A long black coat with an embroidered waist-belt resembling the Kuffia.
(d) A short coat with a simple waist-belt resembling the *Kuffia*.

(iii) *Kuffia* was worn by the
(a) Arabs (b) Kurds
(c) Kodavus (d) Both (a) and (b)

(iv) The culture of the Kodavus are .... from Hindu culture.
(a) different (b) similar
(c) overlapping (d) None of these

(v) .... means 'related to war'.
(a) Mainstream (b) Apparent
(c) Martial (d) Kurds

Ans. (i) (d) All of these
(ii) (c) A long black coat with an embroidered waist-belt resembling the Kuffia.
(iii) (d) Both (a) and (b) (iv) (a) different
(v) (c) Martial

2 Midway between Mysore and the coastal town of Mangalore sites a piece of heaven that must have drifted from the Kingdom of God. This land of rolling hills is inhabited by a proud race of martial men, beautiful women and wild creatures. Coorg or Kodagu, the smallest district of Karnataka, is home to evergreen rain forests, spices and coffee plantations. Evergreen rain forests cover thirty per cent of this district. During the monsoons, it pours enough to keep many visitors away. The season of joy commences from September and continues till March. The weather is perfect, with some showers thrown in for good measure. The air breathes of invigorating coffee. Coffee estates and colonial bungalows stand tucked under tree canopies in prime corners.

(i) Where is Coorg situated?
(a) Midway between Mysore and the coastal town of Mangalore.
(b) Midway between Mysore and the coastal town of Karnataka.
(c) Midway between Mysore and the coastal town of Vishakhapatnam.
(d) Midway between Mysore and the coastal town of Chennai.

(ii) What types of people inhabit this land of rolling hills?
(a) Martial men (b) Beautiful women
(c) Wild creatures (d) All of these

(iii) What covers thirty per cent area of the district of Kodagu?
(a) Coffee plantations
(b) Chocolate factories
(c) Spice plantations
(d) Evergreen rain forests

(iv) Coorg or Kodagu, the smallest district of Karnataka, is home to
(a) evergreen rain forests and spices.
(b) evergreen rain forests, spices and coffee plantations.
(c) spices and coffee plantations.
(d) evergreen rain forests and coffee plantations.

(v) Which word in the extract means the same as brave men?
(a) Martial men (b) Wild creatures
(c) Kodagu (d) Visitors

Ans. (i) (a) Midway between Mysore and the coastal town of Mangalore.
(ii) (d) All of these (iii) (d) Evergreen rain forests
(iv) (b) evergreen rain forests, spices and coffee plantations
(v) (a) Martial men

3 Coorgi homes have a tradition of hospitality and they are more than willing to recount numerous tales of valor related to their sons and fathers. The Coorg Regiment is one of the most decorated in the Indian Army and the first Chief of the Indian Army, General Cariappa, was a Coorgi. Even now, Kodavus are the only people in India permitted to carry firearms without a license.

(i) What kind of stories are the Coorg people always ready to tell?
(a) Tales of valor
(b) Tales of valor related to their sons
(c) Tales of valor related to their fathers
(d) Tales of valor related to their sons and fathers

(ii) Who was the first Chief of the Indian Army?
(a) Lt Cariappa (b) Col Cariappa
(c) General Cariappa (d) Major Cariappa

(iii) What is the special favour granted only to them even now?
(a) To carry firearms with a license.
(b) To carry firearms without a license.
(c) To carry bombs without a license.
(d) To carry awards without a license.

(iv) Name the regiment that has received maximum number of awards for bravery.
(a) Coorgi regiment (b) Kodavus regiment
(c) Karnataka regiment (d) None of these

(v) What is the tradition of Coorgi homes?
(a) Behaving unfriendly with strangers
(b) Hospitality
(c) Recalling tales of valour
(d) Boasting about themselves

Ans. (i) (d) Tales of valor related to their sons and fathers
(ii) (c) General Cariappa
(iii) (b) To carry firearms without a license.
(iv) (a) Coorgi regiment
(v) (b) Hospitality

4 The river, Kaveri, obtains its water from the hills and forests of Coorg. Mahaseer — a large freshwater fish — abound in these waters. Kingfishers dive for their catch, while squirrels and langurs drop partially eaten fruit for the mischief of enjoying the splash and the ripple effect in the clear water. Elephants enjoy being bathed and scrubbed in the river by their mahouts.

(i) Which river flows from the hills of Coorg?
(a) Kaveri (b) Godavari
(c) Narmada (d) Mahanadi

(ii) Why do the squirrels drop partially eaten fruit in the river?
1. For the mischief of enjoying the splash in the clear water.
2. For the mischief of enjoying the ripple effect in the clear water.
Choose the correct option
(a) Only 1 (b) Both 1 and 2
(c) Only 2 (d) None of these

(iii) What do elephants enjoy by their mahouts?
(a) Being bathed and scrubbed in the river.
(b) Playing in the river.
(c) Sleeping in the river.
(d) Drinking water from the river.

(iv) What is abounding in Kaveri waters?
(a) Mahaseer
(b) Fresh water fish
(c) Salt water fish
(d) Frogs

(v) Find the word in the extract which means same as wave.
(a) Ripple (b) Splash
(c) Mischief (d) Abound

Ans. (i) (a) Kaveri
(ii) (b) Both 1 and 2
(iii) (a) Being bathed and scrubbed in the river.
(iv) (a) Mahaseer
(v) (a) Ripple

Short Answer (SA) Type Questions

[2/3 Marks each]

1 Describe Coorg's weather. When is it most pleasant for the tourists to visit Coorg? **CBSE 2012**

Ans. Coorg receives heavy rainfall during the monsoon. The weather of Coorg is pleasant for the tourists during the months from September to March. At this time, the smell of coffee is spread all around.

2 What are the various stories regarding the origin of *Kodavu* people?

Ans. The two stories regarding the descent of Kodavu people are :

(i) Kodavus are of Greek origin. A part of Alexander's army settled here and married among the locals. Their descendants are called Kodavus.

(ii) Kodavus are of Arab origin. They wear the same traditional dress Kuppia i.e. a long, black coat with embroidered waist belt, as the Kuffia of the Arabs and the Kurds.

3 How is the Coorgi tradition of courage and bravery recognised in modern India? **CBSE 2019**

Ans. The Coorgi tradition of courage and bravery has been recognised in India by awarding the Coorg Regiment with the most number of gallantry awards. Besides, the Coorgis are the only Indians allowed to carry guns without a licence.

The First Chief of the Indian Army, General Cariappa, was also a Coorgi.

4 Give an account of the river that originates from Coorg.

Ans. The river Kaveri originates from the hills of coorg. Mahaseer, a large freshwater fish are found in abundance in its water. Kingfishers dive in this river for fish while elephants are bathed by their Mahout in the river. Further, wild animals such as squirrels and langurs drop half-eaten fruit for the mischief of enjoying the splash and ripple effect produced in the clear water.

5 Describe the wildlife of Coorg.

Ans. Coorg consists of various species of birds and animals. Its water is a home to a large fresh water fish named Mahaseer. One can find kingfishers, squirrels, elephants, langurs, slender loris, etc. There are many species of birds, bees and butterflies that attracts one's attention.

6 Describe any two tourist places of Coorg.

Ans. Two tourist places of Coorg are the Brahmagiri hills and Nisargadhama. The climb of Brahmagiri hills brings in a panoramic view of the entire landscape of Coorg. A walk across a rope bridge leads to the 64 acre island of Nisargadhama. One can also meet Buddhist monks from India's largest Tibetan settlement, at nearby Bylakuppe.

7 Why is coorg called the land of rolling hills? **CBSE 2020**

Ans. Coorg is called the land of rolling hills because it is situated on the gentle sloping hills that are covered with lush green rainforests.

Long Answer (LA) Type Questions

[5 Marks each]

1 The Coorgis are the descendants of the Greeks or the Arabs and are still able to maintain their traditional practices. Do you agree that following these practices today is important? Why or why not?

Ans. After reading the text, I feel that it is important to follow the traditional practices. The reason is that it has kept the tradition of Coorgis known to the people even today. If the people of Coorg had not followed it, their tradition would have perished. Nobody, would have remembered them today without their culture and traditional practices.

According to the text, their traditions can be seen in the martial forms, religious rites and marriages. The *Kodavus* even wear the dress which resembles the dress of Arabs.

Traditional practices also play a very important role in maintaining values amongst people. They have an impact on shaping the behaviour of people. These practices bind us together in our social life. Just like the Kodavus who are bound to their ancestors even today, we are also bound to our ancestors because of the traditional values we have inherited from them.

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2 How do Coorg's location, people and natural features add to the diversity of India? **CBSE 2016**

Ans. Coorg, the smallest district of Karnataka is among the most beautiful regions of India. It's location, people and natural features add to the diversity of India. Coorg is called a piece of heaven that must have drifted from the kingdom of God. It has beautiful rolling hillsides that is filled with evergreen rainforests, spice and coffee plantations. It also include a pollution free river, Kaveri along with many species of birds, insects, and animals. Nature here exists in its original glory.

Further, Coorg's culture is distinct from the Hindu traditions. Its martial traditions, rituals and rites show a mixture of Arabic and Greek culture owing to Greek and Arabic descendance. In addition, the land is a home to many courageous men as well as religious Buddhist monks. Also there are many other tourist destinations that add to its glory. All these features of Coorg together add to the diversity of the country.

Self Assessment

Extract Based Question

Read the following extract carefully and answer the following questions.

1 The climb to the Brahmagiri hills brings you into a panoramic view of the entire misty landscape of Coorg. A walk across the rope bridge leads to the sixty-four-acre island of Nisargadhama. Running into Buddhist monks from India's largest Tibetan settlement, at nearby Bylakuppe, is a bonus. The monks, in red, ochre and yellow robes, are amongst the many surprises that wait to be discovered by visitors searching for the heart and soul of India, right here in Coorg.

(i) How is the view from the climb to Brahmagiri hills?
(a) A panoramic view of the hills.
(b) A panoramic view of the streets of Coorg.
(c) A panoramic view of the entire misty landscape of Coorg.
(d) A panoramic view of the town of Mangalore.

(ii) Where does the rope bridge lead to?
(a) Buddhist temples (b) Island of nisargadhama
(c) Bylakuppe (d) Tibet

(iii) What do you find in Bylakuppe?
(a) Buddhist monks (b) Jain monks (c) Hindu monks (d) All of these

(iv) Where can the visitors find the heart and souls of India?
(a) South India (b) North India (c) Coorg (d) Himalayas

(iv) Find the word in the extract which means the same as 'extensive'.
(a) Panoramic (b) Entire (c) Misty (d) Settlement

Short Answer (SA) Type Questions

2 Explain how Coorg is the soul of India.

3 Which sports attract the tourists most at Coorg?

4 How can one reach Coorg?

Long Answer (LA) Type Question

5 The *Kodavus* are very far away from their origin, Greece or Arabia. Yet they carry on their unique values, customs and practices. Does this make you appreciate them? Why?

EXAM SAKHA

III. Tea from Assam

by Arup Kumar Datta

This part is about tea plantations in Assam.

Chapter Overview

This part describes Assam which has the largest concentration of tea plantation in the world. The narrator tried to explain the importance of tea in the country through a dialogue between two school students Rajveer and Pranjol.

Summary

Pranjol and Rajvir Visit to Assam

Pranjol and Rajvir were classmates studying in the same school in Delhi. Pranjol belonged to Assam and his father was the Manager of a tea garden in Assam. He had invited Rajvir to visit his home during the summer vacation. So, both of them were travelling to Assam by a train. When the train had stopped on the way at a station, they bought tea from a vendor and started sipping it.

Popularity of Tea and Tea Gardens

While sipping tea, Rajvir told Pranjol that over 80 crore cups of tea drunk everyday around the world. It is, thus, a very popular drink.

As the train started moving, Rajvir looked out of the window. He was amazed to see the beautiful scenery of grenery outside. The soft rice fields gave way to tea bushes. Rajvir was fascinated by the vast stretch of the tea bushes. On the other hand, Pranjol was reading his detective book. Pranjol was born and bought up in a tea plantation and thus was not as excited. However, he told Rajvir that Assam has the largest concentration of tea plantations in the World.

Rajvir's Knowledge of Tea

Rajvir told Pranjol that there are many legends or stories about the discovery of tea. According to a legend, a Chinese emperor discovered tea when he was boiling water for drinking, when the water was put to boil, a few leaves of the twigs (stems) burning under the pot fell into the water. Thus, the boiled water got a delicious taste. It is believed that they were tea leaves.

Rajvir further told Pranjol that Tea was first drunk in China in 2700 BC and the words like 'tea', 'chai' and 'chini' are also Chinese. He also mentioned that tea first came to Europe in the sixteenth century and it was drunk more as medicine than as a beverage.

Another legend from India said the Bodhidharma, an ancient Buddhist monk, cut off his eyelids because he felt sleepy during meditations. Ten tea plantations grew out of his eyelids. It is believed that the leaves of these plants when put in hot water and drunk, banished sleep.

At the Dhekiabari Tea Plantation

Rajvir and Pranjol reached the Mariani Junction where Pranjol's parents received them. In car, they went to Dhekiabari, the tea estate managed by Pranjol's father. On both the sides of the road, there were huge acres of tea bushes. Groups of tea-pluckers with bamboo baskets on their backs and wearing plastic aprons were plucking the newly sprouted leaves.

Looking at the tea-pluckers, Rajvir told Pranjol's father that it was the second flush or sprouting season. He also told him that this season lasts from May to July and yields the best tea.

WORD MEANINGS

The given page nos. correspond to the pages in the prescribed textbook.

Word	Meaning
PAGE 94	
steaming	very hot
buried his nose in	started reading
ardent	keen
backdrop	scenery at the back
densely	thickly
dwarfing	making something appear small
sturdy	strongly and solidly built
PAGE 95	
billowing	a moving cloud or mass of smoke
legends	a story from the pas that is believed by many people but cannot be proved to true
ascetic	a person with incredible self discipline

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NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Thinking About Language *(Page 96, 97)*

I. 1 Look at these words: upkeep, downpour, undergo, dropout, walk-in. They are built up from a verb (keep, pour, go, drop, walk) and an adverb or a preposition (up, down, under, out, in). Use these words appropriately in the sentences below. You may consult a dictionary.

(i) A heavy .... has been forecast due to low pressure in the Bay of Bengal.

(ii) Rakesh will .... major surgery tomorrow morning.

(iii) My brother is responsible for the .... of our family property.

(iv) The .... rate for this accountancy course is very high.

(v) She went to the Enterprise Company to attend a .... interview.

Ans. (i) downpour (ii) undergo
(iii) upkeep (iv) dropout
(v) walk-in

2 Now fill in the blanks in the sentences given below by combining the verb given in brackets with one of the words from the box as appropriate.

over by through out up down

(i) The Army attempted unsuccessfully to .... the government. (throw)

(ii) Scientists are on the brink of a major .... in cancer research. (break)

(iii) The State Government plans to build a .... for Bhubaneswar to speed up traffic on the main highway. (pass)

(iv) Gautama's .... on life changed when he realised that the world is full of sorrow. (look)

(v) Rakesh seemed unusually .... after the game. (cast)

Ans. (i) overthrow (ii) breakthrough
(iii) bypass (iv) outlook
(v) downcast

II. Notice how these -ing and -ed adjectives are used.

(a) Chess is an *interesting* game.
I am very *interested* in chess.

(b) Going *trekking* in the Himalayas this summer is an exciting idea.
We are very *excited* about the trek.

(c) Are all your school books *boring*?
He was *bored* as he had no friends there.

The *-ing* adjectives show the *qualities* that chess, trekking or these books have: they cause interest, excitement, or boredom in you. The *–ed /-en* adjectives show your mental state or your physical state: how you feel in response to ideas, events or things.

1. Think of suitable -ing or -ed adjectives to answer the following questions. You may also use words from those given above.
How would you describe

(i) a good detective serial on television?
(ii) a debate on your favourite topic 'Homework Should Be Banned'?
(iii) how you feel when you stay indoors due to incessant rain?
(iv) how you feel when you open a present?
(v) how you feel when you watch your favourite programme on television?
(vi) the look on your mother's face as you waited in a queue?
(vii) how you feel when tracking a tiger in a tiger reserve forest?
(viii) the story you have recently read, or a film you have seen?

Ans. (Sample answers are given. You may have a different answer.)

(i) Exciting (ii) Interesting
(iii) Bored (iv) Excited
(v) Interested (vi) Disappointed
(vii) Thrilled (viii) Entertaining

Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and choose the correct option.

1 "Tell me another!" scoffed Pranjol.

"We have an Indian legend too. Bodhidharma, an ancient Buddhist ascetic, cut off his eyelids because he felt sleepy during meditations. Ten tea plants grew out of the eyelids. The leaves of these plants when put in hot water and drunk, banished sleep."

"Tea was first drunk in China," Rajvir added, "as far back as 2700 B.C.! In fact, words such as tea, chai and chini are from the Chinese. Tea came to Europe only in the sixteenth century and was drunk more as medicine than as beverage."

(i) What is the main idea of this extract?
- (a) Tea as a popular beverage in Europe and how it spread.
- (b) Origin of tea in India and why it became popular in Europe.
- (c) Importance of India in popularising tea and influencing Europe.
- (d) Indian legend on tea and how it travelled from China to Europe.

(ii) Why do you think Pranjol 'scoffed'?
- (a) He was upset with the legend Rajvir shared.
- (b) He was mocking Rajvir for his lack of knowledge.
- (c) He was mocking and tickled at what Rajvir shared.
- (d) He was impressed with what Rajvir had shared.

(iii) Pick the option that includes the tea label information that corresponds to the given sentence.

"The leaves of these plants when put in hot water and drunk, banished sleep."

(1) Its calming effects may be attributed to an antioxidant called apigenin, which is found in abundance in chamomile tea. Apigenin binds to specific receptors in your brain that may decrease anxiety and initiate sleep.	(2) It increases levels of a neurotransmitter called Gamma-Aminobutyric Acid (GABA) and improves overall sleep quality by shortening the time it takes to fall asleep and decreasing night-time awakenings.
(3) It interferes with REM sleep, has some unwanted side effects, keeps sleep away and allows the possibility of inducing hours of sleeplessness and increased night-time awakenings.	(4) It alleviates anxious thoughts and soothes the spirit before bedtime. It improves energy levels and helps banish stress and results in a better night's sleep, naturally.

- (a) Option (1)
- (b) Option (2)
- (c) Option (3
- (d) Option (4)

(iv) Based on the inference from the extract, which of these is NOT TRUE about tea drinking in the sixteenth century Europe? Dr Smith is a doctor of sixteenth century Europe.
- (a) Dr Smith encouraged drinking of green tea whenever available, to reduce chances of tooth loss.
- (b) Dr Smith prescribed regular tea drinking to all his patients with a weak heart.
- (c) Dr Smith always served tea as refreshment when he has guests, as they all enjoyed this beverage.
- (d) Dr Smith usually recommended black tea to reduce inflammation in the body.

(v) Choose the option that describes the feelings of Rajvir while narrating legends associated with tea.

(a) (i) Excited	(ii) Agitated
(b) (i) Hysterical	(ii) Nervous
(c) (i) Nervous	(ii) Agitated
(d) (i) Enthusiastic	(ii) Passionate

Ans. (i) (d) Indian legend on tea and how it travelled from China to Europe.

(ii) (c) He was mocking and tickled at what Rajvir shared.

(iii) (c) Option (3)

(iv) (c) Dr Smith always served tea as refreshment when he has guests, as they all enjoyed this beverage.

(v) (d) (i) Enthusiastic (ii) Passionate

2 "CHAI-GARAM... garam-chai," a vendor called out in a high-pitched voice.

He came up to their window and asked,"Chai, sa'ab?" "Give us two cups," Pranjol said.

They sipped the steaming hot liquid. Almost everyone in their compartment was drinking tea too.

"Do you know that over eighty crore cups of tea are drunk every day throughout the world?" Rajvir said.

"Whew!" exclaimed Pranjol. "Tea really is very popular."

(i) Who was selling the tea?
(a) A tea vendor
(b) Pranjol
(c) Rajvir
(d) Someone in the compartment

(ii) How many cups of tea are drunk everyday throughout the world?
(a) Over eighty crore
(b) Over eighty
(c) Over seventy crore
(d) Almost eighty crore

(iii) Where were Pranjol and Rajvir when this conversation took place?
(a) In a train
(b) In Assam
(c) In Darjeeling
(d) In their bed

(iv) Which word in the passage means the same as chinked?
(a) Sipped
(b) Steaming
(c) Liquid
(d) Drink

(v) What does the word 'Whew!' in the passage express?
(a) Astonishment
(b) Unhappiness
(c) Happiness
(d) Excitement

Ans. (i) (a) A tea vendor
(ii) (a) Over eighty crore
(iii) (a) In a train
(iv) (a) Sipped
(v) (a) Astonishment

3 The train pulled out of the station. Pranjol buried his nose in his detective book again. Rajvir too was an ardent fan of detective stories, but at the moment he was keener on looking at the beautiful scenery. It was green, green everywhere. Rajvir had never seen so much greenery before. Then the soft green paddy fields gave way to tea bushes. It was a magnificent view. Against the backdrop of densely wooded hills a sea of tea bushes stretched as far as the eye could see. Dwarfing the tiny tea plants were tall sturdy shade-trees and amidst the orderly rows of bushes busily moved doll-like figures. In the distance was an ugly building with smoke billowing out of tall chimneys.

(i) What was Pranjol doing after train left the station?
(a) Seeing the greenery outside
(b) Reading detective book
(c) Sleeping on his berth
(d) Eating his breakfast

(ii) Why did Rajvir not read detective stories?
(a) He did not like reading detective book.
(b) He was bored of detective stories.
(c) He wanted to look at the beautiful scenery outside.
(d) None of the above

(iii) Why did Rajvir get excited on looking the greenery everywhere?
(a) Because Rajvir had never seen tea bushes before.
(b) Because Rajvir had never seen paddy fields before.
(c) Because Rajvir had never seen so much greenery before.
(d) Because Rajvir had never seen tall trees before.

(iv) What came after the paddy fields?
(a) Tall trees (b) Doll-like figures
(c) Tea bushes (d) Tall chimneys

(v) Choose the meaning of the word 'billowing' as used in the extract.
(a) Standing (b) Swirling
(c) Coming (d) Releasing

Ans. (i) (b) Reading detective book
(ii) (c) He wanted to look at the beautiful scenery outside.
(iii) (c) Because Rajvir had never seen so much greenery before.
(iv) (c) Tea bushes (v) (b) Swirling

Short Answer (SA) Type Questions

[2/3 Marks each]

1 **Where were Rajvir and Pranjol going and why?**

Ans. Rajvir and Pranjol were going to Assam. Pranjol had invited Rajvir to spend the summer vacation there. Pranjol's father was the manager of a tea garden in Assam. So, he wanted Rajvir to visit the tea gardens there and know about how tea is grown.

2 **What did Rajvir see while looking outside from the train?**

Ans. While looking outside from the window of the train, Rajvir saw greenary all around. First he saw the green paddy (rice) fields which gave way to the tea bushes. Against the backdrop of densely wooded hills, he saw a sea of tea gardens that were pruned to the same height. The beautiful view amazed and fascinated him.

3 **Why did Pranjol not share Rajvir's excitement on seeing the tree plantation?**

Ans. Pranjol did not share Rajvir's excitement on seeing the tree plantation because Pranjol had been born and brought up on a tea plantation. He was familiar with the tea gardens. On the other hand, Rajvir had never visited any tea plantation ever before. So, the vast expanse of green tea bushes fascinated him. The magnificent view, orderly rows of tea bushes amazed Rajvir while Pranjol was used to such sights.

4 **'This is a tea country now'. Explain this with reference to Assam.** **CBSE 2013**

Ans. Assam is known as 'tea country'. It has the world's largest concentration of tea plantations in the world. A large number of tea gardens can be found there. Everywhere in Assam, a sea of tea bushes can be seen as far as the eye could see. Most of the tea grown in Assam is supplied all over the world.

5 **In what ways is China related to tea?**

Ans. China is related to tea in many ways. According to a legend, tea was first discovered in China by a Chinese Emperor who always boiled water before drinking . One day, a few leaves of the tea twigs fell into the water and gave it a delicious flavour. It is believed that they were tea leaves. Further, the words 'tea', 'chai' and 'chini' are from China.

6 **Why did Pranjol's father say that Rajvir had done his homework before visiting Assam?**

Ans. Pranjol's father said the Rajvir had done his homework before visiting Assam because he told Pranjol's father many facts about the growing of tea and its popularity.

Long Answer (LA) Type Questions

[5 Marks each]

1 **According to the text, Assam is said to be 'tea country'. Do you believe that Assam has some of the best tea plantations in the world that makes it a unique place?**

Ans. Yes, I believe that Assam has some of the best tea plantations in the world that makes it a unique place. In India, some crops such as tea and coffee are grown in huge quantities. India is also home to many spices like *haldi*. While Assam is home to tea, Coorg is home to coffee. One can see enough tea gardens in Assam. Between May and July, it is the best time to yield the best tea. On both sides of the roads of Assam, there are acre of tea-bushes, all neatly trimmed to the same height. These plantations further use the traditional agriculture practices of India. Thus, these plantations make India a unique country which has traditional spices and beverage plants growing within it.

Self Assessment

Extract Based Question

Read the following extract carefully and answer the questions that follow.

1 Pranjol's parents were waiting for them. Soon they were driving towards Dhekiabari, the tea-garden managed by Pranjol's father . An hour later the car veered sharply off the main road. They crossed a cattle-bridge and entered Dhekiabari Tea Estate. Pranjol's father slowed down to allow a tractor, pulling a trailer-load of tea leaves, to pass.

"This is the second-flush or sprouting period, isn't it, Mr Barua?" Rajvir asked. "It lasts from May to July and yields the best tea."

"You seem to have done your homework before coming," Pranjol's father said in surprise.

"Yes, Mr Barua," Rajvir admitted. "But I hope to learn much more while I'm here."

(i) Who was waiting outside the station?

(a) Rajvir's parents (b) Pranjol's parents (c) Pranjol's father (d) Rajvir's aunt

(ii) Who managed Dhekiabari?

(a)Rajvir's aunt (b) Pranjol's mother (c) Pranjol's father (d) Pranjol's uncle

(iii) Why did Mr. Barua feel surprised?

(a) On hearing Rajiv's knowledge about tea plantations
(b) On seeing Rajiv
(c) On seeing Pranjol silent
(d) On seeing a tractor

(iv) How did Rajvir want to spend his stay there?

(a) By learning more about tea. (b) By playing with Pranjol.
(c) By staying with Pranjol. (d) By exploring tea gardens.

(v) Which time of the year tea is yielded?

(a) May to July (b) May to June
(c) May to August (d) July to September

Short Answer (SA) Type Questions

2 Describe the Indian legend about tea.

3 Why is India called a country of tea?

4 What were people doing around the tea bushes?

5 What did Pranjol's father say in surprise that Rajvir had done his home work before coming there?

Long Answer (LA) Type Question

6 Rajvir was excited on seeing Assam from the train but Pranjol was not. What could be the reason for it? Is it appropriate for Pranjol to have no excitement? Justify your answer with reasons.

CHAPTER

08

Mijbil the Otter

by Gavin Maxwell

Chapter Overview

This story is about the author's pet Mijbil who was an otter. He tells that when his dog died, he decided to have another pet. Soon, he shifted to Iraq where he saw people were keeping otters as pets. He also decided to have an otter as pet.

He describes, while he had to shift to England, how much problems were faced by him in taking Mijbil with him. On reaching London, people did not recognise the otter. They used to make guesses about the animal. The author thoroughly enjoyed the time spent with the otter. This story teaches us how to look after pet animals.

About the Characters

Gavin Maxwell (The narrator) He is a very caring and polite person. He takes complete care of his pet.

Mijbil the Otter He is the pet of Maxwell. He is a very friendly, intelligent and a fun-loving creature.

Summary

Choosing an Otter as Pet

Maxwell travelled to Southern Iraq in 1956. He decided to keep an otter as a pet. As his native place of living, camusfearna, had much water around so, an otter was suitable for the experiment.

Maxwell and his Friend Travel to Basra

Maxwell mentioned about his wish to keep an otter as a pet to his friend. His friend suggested him to take an otter from Tigris Marshes as they were common at that place and were often domesticated by the Arabs.

Maxwell and his friend were going to Basra to Consulate-General (the office of Consul General) to collect and answer their mail from Europe. There, they found that Maxwell's friend's mail had arrived but the Maxwell's mail did not had arrived.

Maxwell 's Mail Arrives

Maxwell sent a message to England as his mail had not arrived. For three days, there was no reply. He tried to make a phone call but due to some problems he was not able to get through. Finally, after five days his mail arrived.

When he went to his room to read it, he found two Arabs sitting on the floor at his front door with an otter in a sack (bag). They handed the bag to him and told that it was for him.

The Otter Arrives

As the sack bag opened, a creature that looked like a dragon came out. His body was covered with pointed scales and mud. It took about a month for Maxwell to remove the mud. He named it Mijbil. According to Maxwell, Mijbil's species was unknown to science. The Zoologists named him '*Lutrogale Perspicillata Maxwell*' or Maxwell's Otter'.

Mijbil's Activities

For the first twenty-four hours, Mijbil was neither unfriendly nor friendly. He slept on the floor. But on the second night, Mijbil came on to the bed and slept between the narrator's knees. He started taking interest in his surroundings. He would spend most of his time playing in water. The author discovered that otter loved to play in water.

Two days later, Mijbil escaped from Maxwell's bedroom. He went to the bathroom. He entered the bathtub and turned the tap on with his paws within minutes.

Mijbil Becomes Friendly

Within a very less time, he became very friendly. He followed Maxwell when he called his name. Mijbil would also play with a rubber ball like a soccer player. His favourite toy was marbles which he would roll on his flat belly without dropping it.

Taking Mijbil Back to Home

After passing some days in Basra, Maxwell decided to go back to England. Maxwell had a fear of transporting Mijbil to England and then to Camusfearna.

He knew that the British airline would not allow to carry animals to London. So, he booked the flight to Paris on another airline and from Paris to London. As told by the airline, the narrator prepared an 18 inch square box for Mijbil so that he could be kept at his feet.

Mijbil and the Box

Maxwell put Mijbil in a box an hour before he had to go to the airport and left for his meal. When he returned, he saw that blood had come out of the box. Maxwell opened the box and found Mijbil covered in blood. Only 10 minutes were left for the flight and the airport was five miles away. So, he hurriedly put Mijbil in the box and took a taxi for the airport.

Mijbil in the Flight

When Maxwell reached the airport, the flight officials angrily took him to his flight. Maxwell had booked the front seat for him. He covered the floor around his seat with newspapers. He gave the parcel of fish to the airhostess for the otter. She advised him to keep his pet on his knees.

Mijbil Goes out of the Box

Very soon, Mijbil came out of the box. He disappeared in the aircraft. There was a woman shouting, "A rat! A rat!" in fear. Maxwell tried to catch the otter but he failed. The airhostess told him to be seated and said that she would find the otter for him. Very soon the otter came near Maxwell and climbed on his knees. He started rubbing his face and neck with his nose.

Mijbil in London

Maxwell and Mijbil stayed in London for a month. Mijbil used to spend his time playing with his toys, ping-pong balls, marbles, rubbers fruits and a terrapin shell that Maxwell had bought from the Marshes. He would place a ball on the broken side of the narrator's suitcase and then would try to catch it before it fell off.

Mijbil Plays Outside the House

Maxwell used to take Mijbil for exercise and walks. Mijbil developed certain habits on these walks on London streets. Just like the school children, he would run, play and walk in the streets. There was a primary school opposite to narrator's flat. When Maxwell and Mijbil, on their walk to home came near the primary school, Mijbil would jump on the wall at the front of the school and gallop (walk in a particular manner) on it. This distracted the pupils and the staff in the school.

People could not Recognise Mijbil

In London, many people had not seen an otter. Otter belong to a small group of animals called Mustellines.

When they saw Mijbil, they made guesses about it. They guessed that it could be a baby seal, a walrus, a hippo, a beaver, a bear cub, a leopard, etc.

WORD MEANINGS

The given page numbers correspond to the pages in the prescribed textbook.

Word	Meaning
Page 104	
Crossed my mind	come into my mind
ringed by	surrounded by
stone's throw	a very short distance
eminently	extremely
tamed	made calm or pet
cabled	sent a telegram
breakdown	fault
squirmed	twisted about
thralldom	being under the control of
fixation	a very strong attachment
spacious	wide and open
medievally-conceived	imagined the middle-ages
dragon	an imaginary animal
Page 105	
symmetrical	well proportioned
pointed scales	sharp thin pieces of hard skin
mud armour	shield of mud
mole	an animal
at length	at last
christened	named
hostile	unfriendly
aloof and indifferent	keeping a distance
crook	bend
apathy	absence of interest
plunging	diving
slosh	splash of water
so to speak	as it were

Word	Meaning
static	fixed
provoking	causing anger on some other reaction
Page 106	
fumbling	trying to do something in a clumsy way
chitter	to make a twittering or chattering sound
lead	(here) a string
shuffling	to move things into different positions
flick	a light, quick movement
juggle	to keep several objects in motion in the air
Page 107	
dreaded the prospect	feared something that would happen in the future
transporting	taking
accustomed	get used to
appalling spectacle	a shocking scene
whipped off	quickly took off
blood spattered	covered in blood
whimpered	cried softly
shreds	small pieces
ricochetting	something that changes direction
infuriated	very angry
took her into my confidence	told her everything
retained	kept
Page 108	
in a flash	very quickly

Word	Meaning
squawks and shrieks	cries and high pitched sounds
portly	fat
curry	a dish
craning my neck	raising my neck
distressed chitter	unhappy sound
bounded on to	climbed up quickly
nuzzle	rub gently with nose
Page 109	
terrapin shell	shell of small turtle found in North America
native	one's place of birth
engrossed	busy
dash	run
ambush	to attack suddenly
crouching	keeping low
trot off	to leave
compulsive habits	habits that are impossible to control
upright	standing straight
frontage	front side
gallop	to walk or run in a particular manner
Page 110	
continuous barrage of conjectural question	questions full of guesses
affront	in an offensive manner
abreast	by side
spat	spit / speak in an angry manner
growled	to speak angrily

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NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Oral Comprehension Check (Page 106)

1 What 'experiment' did Maxwell think Camusfearna would be suitable for?

Ans. Maxwell thought Camusfearna would be suitable for the 'experiment' of keeping an otter as a pet. As Camusfearna was surrounded by water nearby, it would be a suitable spot for this experiment.

2 Why does he go to Basra? How long does he wait there, and why?

Ans. Maxwell went to Basra to collect and answer his mail from Europe.

Maxwell waited there for five days as his mail had not arrived.

3 How does he get the otter? Does he like it? Pick out the words that tell you this.

Or How did Maxwell get the otter? **CBSE 2019**

Ans. Maxwell got the otter through his friend to whom he had expressed his desire to keep an otter as a pet. When the author got his mail after five days, he went to his room to read it. There he found two Arabs waiting for him with an otter in a bag.

Yes, he likes the otter. The words that tell us this are "It is, in effect, a thraldom to otters, an otter fixation ....".

4 Why was the otter named 'Maxwell's otter'?

Ans. The otter was named 'Maxwell's otter' because it was of a species previously unknown to science. So, it was later on named by Zoologists as *Lutrogale Perspicillata Maxwelli* or Maxwell's otter.

5 Tick the right answer. In the beginning, the otter was

(i) aloof and indifferent (ii) friendly

(iii) hostile

Ans. In the beginning, the otter was aloof and indifferent.

6 What happened when Maxwell took Mijbil to the bathroom? What did it do two days after that? **CBSE 2019**

Ans. When Maxwell first took Mijbil to the bathroom, the otter first went wild with joy in the water. It dive and rolled in it. It jumped up and down the length of the bathtub. It sloshed and splashed the water.

Two days after that, Mijbil escaped from the author's bedroom and went to the bathroom. It turned the water taps with its paws in less than a minute.

Oral Comprehension Check (Page 108)

1 How was Mij to be transported to England?

Ans. For transporting Mij to England, the narrator booked a flight to Paris and then from Paris to London. As instructed by the airline, Mij was put in an eighteen inch square box that was supposed to be placed on the floor near his feet.

2 What did Mij do to the box?

Ans. Mij had torn the metal lining of the box in his attempt to escape from it and in the process hurt himself.

3 Why did Maxwell put the otter back in the box? How do you think he felt when he did this?

Ans. Maxwell put the otter back in the box as there was no other way to carry Mij to London.

Maxwell must have felt helpless and miserable to do this. He must be worried as well.

4 Why does Maxwell say the air hostess was "the very queen of her kind"?

Ans. Maxwell says that the air hostess was 'the queen of her kind' because she was very kind and helpful. She understood the feelings of both the otter, Mijbil and the narrator and suggested him to keep the pet on his knees.

5 What happened when the box was opened?

Ans. When the box was opened, Mijbil quickly ran out of the box and disappeared in the aircraft. It created a lot of mess in the aircraft, as people were scared and started screaming.

Oral Comprehension Check (Page 110)

1 What game had Mij invented?

Ans. Mij had invented a game of his own with the ping-pong ball. Mij found that if he placed the ball on the high end of a broken suitcase, it would run down the length of the suitcase. He would run around to the other end to catch it, then he would hide from it and take it by surprise. Further, he would grab it and run with it to the high end of the suitcase.

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2 What are 'compulsive habits'? What does Maxwell say are the compulsive habits of (i) school children (ii) Mij?

Ans. Compulsive habits are usually strange acts or behaviour which a person does without clear reason.

(i) According to Maxwell, the compulsive habits of School children are that on the way to school, they must place their feet squarely on the centre of each paving block. They must touch every seventh upright of the iron railings or pass to the outside of every second lamp post.

(ii) Maxwell says that the compulsive habits of Mijbil, on his way to home was to pull the author to a primary school wall opposite his house. Then, he would jump onto it and gallop the full length of its thirty yards. This distracted the pupils and staff of the school.

3 What group of animals do otters belong to?

Ans. Otters belong to a comparatively small group of animals called Mustellines. The other animals of this group are badger, mongoose, weasel, stoat, mink, etc.

4 What guesses did the Londoners make about what Mij was?

Ans. Londoners made the wildest possible guesses about Mij as otters are not found in England. Their guesses were a baby seal, a squirrel, a hippo a brontosaurus etc.

Thinking about the Text (Page 110, 111)

1 What things does Mij do which tell you that he is an intelligent, friendly and fun-loving animal who needs love? **CBSE 2020**

Ans. Mij does many things that tell us he is an intelligent, friendly and fun-loving animal. Initially, Mijbil was aloof and indifferent, but later he took keen interest in his surroundings. He would spend most of his time playing in water, with his toys, marbles, rubber balls etc. Mijbil invented his own game out of ping-pong ball and a suitcase. He loved water and once he understood that on opening the tap water came out of it, he would get into the tub and play with water.

He had gradually formed a special attachment with Maxwell. It grew desperate when Maxwell packed him in a box and wanted to come out as soon as possible. Thus, Mijbil was an intelligent, friendly and fun-loving animal who needs love.

2 What are some of the things we come to know about otters from this text?

Ans. Some of the things we came to know about otter's from the text is that they belong to a comparatively small group of animals called Mustellines. This group of animals also includes the badger, mongoos weasel, stoat, mink and others. They are found in large numbers in marshes. Arabs keep them as pets and domesticated them. Otters love to spread water and splash in it. Maxwell's otter was of a race previously unknown to science. It was named by zoologists as *Lutrogale Perspicillata Maxwelli.*

3 Why is Mij's species now known to the world as Maxwell's otter?

Ans. Mij's species is now known to the world as Maxwell otter because the species to which Mij belonged was first brought to Zoologist's notice by Gavin Maxwell. Hence, they named it *Lutrogale Perspicillata Maxwell* or Maxwell's otter.

4 Maxwell in the story speaks for the otter, Mij. He tells us what the otter feels and thinks on different occasions. Given below are some things the otter does. Complete the column on the right to say what Maxwell says about what Mij feels and thinks.

What Mij Does	How Mij Feels or Thinks
Plunges, rolls in the water and makes the water slosh and splash	
Screws the tap in the wrong way	
Nuzzles Maxwell's face and neck in the aeroplane	

Ans.

What Mij Does	How Mij Feels or Thinks
Plunges, rolls in the water and makes the water slosh and splash	He thinks it is a hippo and is very happy.
Screws the tap in the wrong way	He chitters with irritation and disappointment.
Nuzzles Maxwell's face and neck in the aeroplane	He feels much comfort and content after its distressed chitter.

5 Read the story and find the sentences where Maxwell describes his pet otter. Then choose and arrange your sentences to illustrate those statements below that you think are true.

Maxwell's description

(i) makes Mij seem almost human, like a small boy.
(ii) shows that he is often irritated with what Mij does.
(iii) shows that he is often surprised by what Mij does.
(iv) of Mij's antics is comical.

(v) shows that he observes the antics of Mij very carefully.

(vi) shows that he thinks Mij is a very ordinary otter.

(vii) shows that he thinks the otter is very unusual.

Ans. (i) True, Mij plunging and rolling in water

(ii) False

(iii) True, the narrator is amased that Mijbil could turn the tap in less than a minute

(iv) False

(v) True, the narrator description of how Mijbil would play with marbles and his pingpong ball

(vi) False

(vii) True, the narrator thinks that the otter is unusual for a Londoner.

Thinking about Language (Page 111)

II. Noun Modifiers

1 Look at these examples from the text, and say whether the modifiers (in italics) are nouns, proper nouns or adjective plus noun.

(i) An *otter* fixation

(ii) The *iron* railings

(iii) The *Tigris* marshes

(iv) The *London* streets

(v) *Soft velvet* fur

(vi) A *four- footed soccer* player

Ans. (i) Noun

(ii) Noun

(iii) Proper noun

(iv) Proper noun

(v) Adjective plus noun

(vi) Adjective plus noun

2 Given below are some nouns and a set of modifiers (in the box). Combine the nouns and modifiers to make as many appropriate phrases as you can. (*Hint*: The nouns and modifiers are all from the texts in this book.)

temple
person
gifts
time
crossing
physique
college
love
bare
plump
incorrigible

girls
thoughts
scream
subject
flight
coffee
rough
uncomfortable
railroad
invigorating
ridiculous

triangle
boys
farewell
landscape
chatterbox
view
hundred
white
tremendous
panoramic
loud

dresses
roar
expression
handkerchief
profession
celebration
stone
slang
family
heartbreaking
first

ordinary
slack
marriage
birthday

Ans. (Note: only one combination of modifier and noun are given for each noun. There are many others.)

stone temple	plump girls	rough triangle	hundred dresses
ordinary person	ridiculous thoughts	rough boys	tremendous roar
marriage gifts	loud scream	heartbreaking farewell	uncomfortable expression
slack time	college subject	panoramic landscape	white handkerchief
railroad crossing	first flight	incorrigible chatterbox	family profession
plump physique	invigorating coffee	panoramic view	marriage celebration

III. 1 Match the words on the left with a word on the right. Some words on the left can go with more than one word on the right.

(i) A portion of — blood
(ii) A pool of — cotton
(iii) Flakes of — stones
(iv) A huge heap of — gold
(v) A gust of — fried fish
(vi) Little drops of — snow
(vii) A piece of — water
(viii) A pot of — wind

Ans. (i) A portion of fried fish

(ii) A pool of water

(iii) Flakes of snow

(iv) A huge heap of stones, A huge heap of cotton

(v) A gust of wind

(vi) Little drops of blood, Little drops of water

(vii) A piece of cotton, A piece of fried fish

(viii) A pot of gold

2 Use *a bit of/a piece of/a bunch of/a lump of/a cloud of* with the italicised nouns in the following sentences. The first has been done for you as an example.

(i) My teacher gave me *some advice*.

(ii) Can you give me *some clay* please?

(iii) The *information* you gave was very useful.

(iv) Because of these factories, *smoke* hangs over the city.

(v) Two *stones* rubbed together can produce sparks of fire.

(vi) He gave me *some flowers* on my birthday.

Ans. (i) My teacher gave me a bit of advice.

(ii) Can you give me a lump of clay, please?

(iii) The piece of information you gave was very useful.

(iv) Because of these factories, a cloud of smoke hangs over the city.

(v) Two pieces of stone rubbed together can produce sparks of fire.

(vi) He gave me a bunch of flowers on my birthday.

(v) shows that he observes the antics of Mij very carefully.

(vi) shows that he thinks Mij is a very ordinary otter.

(vii) shows that he thinks the otter is very unusual.

Ans. (i) True, Mij plunging and rolling in water

(ii) False

(iii) True, the narrator is amased that Mijbil could turn the tap in less than a minute

(iv) False

(v) True, the narrator description of how Mijbil would play with marbles and his pingpong ball

(vi) False

(vii) True, the narrator thinks that the otter is unusual for a Londoner.

Thinking about Language (Page 111)

II. Noun Modifiers

1 Look at these examples from the text, and say whether the modifiers (in italics) are nouns, proper nouns or adjective plus noun.

(i) An *otter* fixation

(ii) The *iron* railings

(iii) The *Tigris* marshes

(iv) The *London* streets

(v) *Soft velvet* fur

(vi) A *four- footed soccer* player

Ans. (i) Noun

(ii) Noun

(iii) Proper noun

(iv) Proper noun

(v) Adjective plus noun

(vi) Adjective plus noun

2 Given below are some nouns and a set of modifiers (in the box). Combine the nouns and modifiers to make as many appropriate phrases as you can. (*Hint*: The nouns and modifiers are all from the texts in this book.)

temple girls triangle dresses
person thoughts boys roar
gifts scream farewell expression
time subject landscape handkerchief
crossing flight chatterbox profession
physique coffee view celebration
college rough hundred stone ordinary
love uncomfortable white slang slack
bare railroad tremendous family marriage
plump invigorating panoramic heartbreaking birthday
incorrigible ridiculous loud first

Ans. (Note: only one combination of modifier and noun are given for each noun. There are many others.)

stone temple plump girls rough triangle hundred dresses
ordinary person ridiculous thoughts rough boys tremendous roar
marriage gifts loud scream heartbreaking farewell uncomfortable expression
slack time college subject panoramic landscape white handkerchief
railroad crossing first flight incorrigible chatterbox family profession
plump physique invigorating coffee panoramic view marriage celebration

III. 1 Match the words on the left with a word on the right. Some words on the left can go with more than one word on the right.

(i) A portion of — blood
(ii) A pool of — cotton
(iii) Flakes of — stones
(iv) A huge heap of — gold
(v) A gust of — fried fish
(vi) Little drops of — snow
(vii) A piece of — water
(viii) A pot of — wind

Ans. (i) A portion of fried fish

(ii) A pool of water

(iii) Flakes of snow

(iv) A huge heap of stones, A huge heap of cotton

(v) A gust of wind

(vi) Little drops of blood, Little drops of water

(vii) A piece of cotton, A piece of fried fish

(viii) A pot of gold

2 Use *a bit of/a piece of/a bunch of/a lump of/a cloud of* with the italicised nouns in the following sentences. The first has been done for you as an example.

(i) My teacher gave me *some advice*.

(ii) Can you give me *some clay* please?

(iii) The *information* you gave was very useful.

(iv) Because of these factories, *smoke* hangs over the city.

(v) Two *stones* rubbed together can produce sparks of fire.

(vi) He gave me *some flowers* on my birthday.

Ans. (i) My teacher gave me a bit of advice.

(ii) Can you give me a lump of clay, please?

(iii) The piece of information you gave was very useful.

(iv) Because of these factories, a cloud of smoke hangs over the city.

(v) Two pieces of stone rubbed together can produce sparks of fire.

(vi) He gave me a bunch of flowers on my birthday.

Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and answer the questions that follow.

1 For the first twenty-four hours Mijbil was neither hostile nor friendly; he was simply aloof and indifferent, choosing to sleep on the floor as far from my bed as possible. The second night Mijbil came on to my bed in the small hours and remained asleep in the crook of my knees until the servant brought tea in the morning and during the day he began to lose his apathy and take a keen, much too keen, interest in his surroundings. I made a body-belt for him and took him on a lead to the bathroom, where for half an hour he went wild with joy in the water, plunging and rolling in it, shooting up and down the length of the bathtub underwater and making enough slosh and splash for a hippo.

(i) "Mijbil was neither hostile nor friendly; he was simply aloof and indifferent..." Given below is a set of friends, choose the person who's behaviour is likely to resemble Mijbil's.

(a) Aisha rudely tells her best friend to stop calling.

(b) Paritosh was friendly since the day he walked into his new classroom.

(c) Rishabh became nasty as soon as he started earning money.

(d) Vani was distant for a while after losing her mother.

(ii) Choose the correct sequence of the following events.

1. Maxwell planned to take Mijbil to the bathroom.
2. Mijbil slept at a significant distance from Maxwell's bed.
3. Mijbil immensely enjoyed playing in water.
4. Mijbil slept in much closer vicinity of the author as opposed to the previous night.

(a) 1, 3, 4, 2 (b) 3, 1, 2, 4

(c) 2, 4, 1, 3 (d) 4, 3, 1, 2

(iii) The onomatopoeic words are the words that go together phonetically i.e., resembling the sound that they describe. For e.g.-"slosh and splash."

Choose the option that DOES NOT fit the given description.

(a) hip hop (b) bow wow

(c) tick tock (d) pitter patter

(iv) Choose the option that correctly describes a body-belt in the given context.

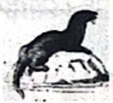
(a) A body-belt is a device especially made for swimmers and scuba divers, which helps them breathe under water.

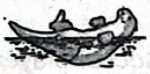
(b) Body-belts basically resemble the waist belts and keep our body upright, in a standing position.

(c) Body-belts are used for restraining while doing certain activities, in order to prevent hurt.

(d) A body-belt is an accessory used by body builders for weight training as a measure against muscle and bone injuries.

(v) Choose the option that describes the final action of Mijbil, based on the given extract.


(1)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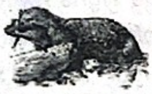

(3)

(4)

(a) Option (1) (b) Option (2)

(c) Option (3) (d) Option (4)

Ans. (i) (d) Vani was distant for a while after losing her mother.

(ii) (c) 2, 4, 1, 3 (iii) (a) hip hop

(iv) (c) Body-belts are used for restraining while doing certain activities, in order to prevent hurt.

(v) (b) Option (2)

2 When I returned, there was an appalling spectacle. There was complete silence from the box, but from its airholes and chinks around the lid, blood had trickled and dried. I whipped off the lock and tore open the lid, and Mij, exhausted and blood-spattered, whimpered and caught at my leg. He had torn the lining of the box to shreds; when I removed the last of it so that there were no cutting edges left, it was just ten minutes until the time of the flight, and the airport was five miles distant. I put the miserable Mij back into the box, holding down the lid with my hand. I sat in the back of the car with the box beside me as the driver tore through the streets of Basra like a ricocheting bullet.

(i) Choose the speaker that uses the phrase 'appalling spectacle' correctly.

Speaker **1** – We got back home to see that our pet dog had eaten kheer, my mother had kept out of the fridge. Indeed, an appalling spectacle.

Speaker **2** – We got back home and witnessed that our cousin had dressed our pet dog in his t-shirt. Have to admit that it was an appalling spectacle.

Speaker **3** – We got back home to see that our pet dog sitting with a mangled rat. It was an appalling spectacle.

Speaker **4** – We got back home from the airport and observed our pet dog sound asleep on the rug. What an appalling spectacle!

(a) Speaker 1 (b) Speaker 2
(c) Speaker 3 (d) Speaker 4

(ii) "Put off ", is an example of a phrasal verb i.e. a combination of a verb and a preposition. Choose the option that DOES NOT fit the given definition.

(1)

down		after
	take	
out		off

(2)

back		out
	come	
across		through

(3)

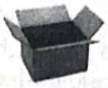
up		in
	give	
away		back

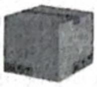
(4)

in		up
	get	
out		back

(a) Option (1) (b) Option (2)
(c) Option (3) (d) Option (4)

(iii) Which of the following boxes is closest in resemblance to the box's condition in which Mij was kept?


(1)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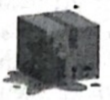
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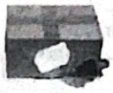
(4)

(a) Option (1) (b) Option (2)
(c) Option (3) (d) Option (4)

(iv) Which of the following options DOES NOT state the possible reason for Maxwell's cutting the box edges off?

(a) Mij could have injured himself further.
(b) It could have made the place untidy.
(c) Mij could have accidently swallowed the torn pieces.
(d) It could have obstructed the shutting of the lid.

(v) Which of the following options correctly states Maxwell's likely feelings, in the situation below?

"… I put the miserable Mij back into the box, holding down the lid with my hand."

(1) Anxious (2) Disappointed
(3) Terrified (4) Guilty
(5) Insulted

(a) (1) and (5) (b) (2) and (3)
(c) (1) and (4) (d) (3) and (5)

Ans. (i) (c) Speaker 3
(ii) (b) Option (2)
(iii) (d) Option (4)
(iv) (b) It could have made the place untidy.
(v) (c) (1) and (4)

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Short Answer (SA) Type Questions [2/3 Marks each]

1 Why did Maxwell get his mail after five days and what did he do to get it? **CBSE 2011**

Ans. Maxwell got his mail after five days because he sent a message to England. For three days, there was no reply. He tried to telephone but due to some problems he was not able to get a reply.

2 Why was the narrator not able to communicate when there was a delay in the arrival of the mail?

Ans. The narrator was not able to communicate because the telephone lines had to be booked twenty-four hours in advance. On the first day, the line was out of order, on the second day, the exchange was closed for a religious reason and on the third day, there was another breakdown.

3 What did the otter look like?

Ans. The otter looked like a small dragon belonging to the middle ages.

It was covered with symmetrical pointed scales of mud. One could see between the scales a soft velvet fur like that of a chocolate-brown mole.

4 What did Mijbil do during the second night?

Ans. During the second night, Mijbil came on to Maxwell's bed soon after midnight. He remained asleep between the knees of Maxwell until morning.

5 What was the first characteristic of the otter discovered by the narrator? **CBSE 2014**

Ans. The first characteristic of the otter discovered by the narrator was that the otter liked to play with water. When he was taken to the bathroom, for half an hour he went in the water with joy. He was plunging (falling steeply), jumping and rolling in the water.

6 How did Mij spend his time?

Ans. Mij spent most of his time in playing. He spent hours shuffling the rubber ball round the room like a four-footed soccer player. His real play was when he used to juggle small objects between his paws. Marbles were his favourite toy for his pastime.

7 What, according to the writer, is the 'real play' of the otter? **CBSE 2015**

Ans. The real play of the otter, according to the writer is lying on his back and juggling with small objects between his paws. Mijbil would roll two or more marbles up and down on his wide, fat belly without droping even one to the floor.

8 What happened to Mijbil in the box?

Ans. Mijbil had injured himself in the box. He was uncom-fortable in the box and had tried to escape from it. To escape, he had torn the metal lining of the box into shreds. As a result, he hurt himself due to which he was covered in blood.

9 While staying in London, what was the pastime of Mij?

Ans. While staying in London, the pastime of Mij was to play for hours with his own selection of toys. His favourite toys were ping-pong balls, marbles, rubber fruit and a terrapin shell that Maxwell had bought from his native Marshes.

10 What did Mij do while walking on the streets?

Ans. In London, Mijbil followed Maxwell while walking on the streets. He developed certain habits during those walks. He went with him like children playing, running and touching things in the street. He would take Maxwell near the wall of a primary school and then jump on it which distracted the pupils and the staff of the school.

Long Answer (LA) Type Questions

[5 Marks each]

1 In the name of rules and regulations, basic values are ignored but people like the air hostess in 'Mijbil the Otter' are a ray of hope. What virtues do we find in the air hostess?

Ans. It is true that in the name of rules and regulations, people forget and ignore their basic values. But there are some people like the airhostess in the story 'Mijbil the Otter, who came as a ray of hope. The airhostess showed the value of being friendly. She could relate and empathise with the situation faced by the narrator.

She could understand the feeling of the narrator as well as the otter and even suggested the narrator to place the otter on his knees. This shows that apart from being professional, she was also a caring lady. She did not just wanted to do her job but felt responsible in it as she helped Maxwell in finding Mijbil.

The airhostess did all that she could do for Maxwell and the otter. She was kindhearted, considerate and hardworking. Even when Mijbil created chaos in the aircraft, she was calm and had a charming smile. Such an attitude makes a person respectable and successful in life.

2 The narrator developed a special bond with Mijbil and both became good campanions. In the light of the given statement, describe the relationship between the otter, Mijbil and Maxwell, the narrator.

Ans. The story 'Mijbil, the otter' describes an age old relationship that exist between man and an animal. In the story, the narrator, Maxwell gets an otter named Mijbil as a pet. Initially, Mijbil did not show any interest in his surrounding, but slowly he started playing in it. He developed a unique and lovely relation with the narrator. The narrator took very good care of his pet. He made sure to keep his pet entertained and bought him many toys including marbles, rubber balls, fruits etc. He even made sure to take Mijbil to play in water after realising his pet's fascination with water.

Maxwell was keen observant of his pet's habits and traits. He encouraged Mijbil to do what he liked and also took him for a walk everyday. He was worried when he had to pack his pet in a box and was even more worried when he saw Mijbil covered in blood. Mijbil was happy with his owner. He would follow the narrator when he was called. Even when he was scared in the box and the aircraft, he found contentment with the narrator. All this shows that both of them understood and loved each other.

when he had to pack his pet in a box and was even more worried when he saw Mijbil covered in blood. Mijbil was happy with his owner. He would follow the narrator when he was called. Even when he was scared in the box and the aircraft, he found contentment with the narrator. All this shows that both of them understood and loved each other.

3 **Why do you think the otter was not friendly at first with the narrator? Can you relate this to human nature as well?** **CBSE 2016**

or **Why do you think the otter was not friendly at first with the narrator? How did it behave at first? Why?** **CBSE 2019**

Ans. At first, the otter was not friendly with the narrator as he had seen him for the first time. He was brought to a new place and new surroundings. He neither knew the narrator nor the place which made him stay aloof and indifferent. But, as soon as he started becoming comfortable with the surroundings, he became friendly and c So it can be said that the otter almost behaved liame close to the narrator. This is very similar to the human nature, as it is not easy to mix with others easily. You have to know their nature first.

Even, the human beings first take time to understand others. Then only they become friendly with them. Unless they are comfortable in being with somebody, they try to stay away from that person.ke humans.

Self Assessment

Extract Based Question

Read the following extract carefully and answer the questions that follow.

1 When I casually mentioned this to a friend, he as casually replied that I had better get one in the Tigris marshes, for there they were as common as mosquitoes, and were often tamed by the Arabs. We were going to Basra to the Consulate-General to collect and answer our mail from Europe. At the Consulate-General we found that my friend's mail had arrived but that mine had not.

(i) What does 'they' refer to in the extract?
(a) The otters (b) Basra (c) Consulate General (d) Arabs

(ii) Where were they going to get the otter?
(a) Forest (b) Tigris Marshes (c) Arab (d) Europe

(iii) Who used to tame otters?
(a) Europeans (b) Arabs (c) Both (a) and (b) (d) None of these

(iv) What did the author find at the Consulate General?
(a) That they were often tamed by Arabs
(b) That his friend's mail had not arrived
(c) That his mail had not arrived
(d) That they were as common as mosquitoes

(v) ……… in the extract means 'domisticated'.
(a) Mentioned (b) Found (c) Arrived (d) Tamed

Short Answer (SA) Type Questions

2 What happened when Mijbil was put inside the box?

3 Why were the people and staff near the school distracted?

4 How did the labourer react when he was digging a hole and saw Mijbil?

Long Answer (LA) Type Questions

5 The author and his pet Mij have been shown to be connected and friendly in the story. How do you think animals connect themselves to humans?

6 The author decided to keep an unusual pet rather than a common one. Also, there are many other people who keep some exceptional animals as their pets. Is it ethically correct to keep any animal as your pet?

7 Ingenuity, originality and being inventive make one lovable, admirable and adorable. The author Gavin Maxwell and Mijbil, the otter, win our hearts for being original and inventive. Comment.

CHAPTER

09

Madam Rides the Bus

by Vallikkannan

Chapter Overview

This is a story about the first bus journey of an eight-year-old girl, Valli. She was a curious girl and had a strong desire to travel in a bus. She saves money for this purpose and when she had enough money for the journey, she boards the bus. Her journey turns out to be a brief experience of the harsh realities of life. She learns that many things in the world are beyond our knowledge and experience.

About the Characters

Valliammai Valliammai or Valli is an eight year old girl. She was a curious, clever, sensitive, self-respecting and fun loving girl who wished to travel in a bus. She was a determined girl who fulfilled her desire and took her first journey in the bus.

The Bus Conductor A jolly sort of the person. He asked Valli to sit in the front in the bus. He addressed Valli as 'Madam'.

Summary

Valliammai and Her Pastime

Valliammai was a girl, who was known as Valli in short. She was eight years old and very curious about things. She had no one to play with her of her own age. So, her favourite pastime was to stand at the front door of her house and enjoy the happenings on the street. She was extremely fascinated by the bus that travelled between her village and the nearest town. She noticed that the bus travelled through her street twice in an hour. She watched the bus filled with new passengers everyday and developed a wish to ride in the bus.

Valli wants to Travel in the Bus

The wish of Valli to ride the bus became stronger day-by-day until it became a desire. She used to stare at the people while they got up and down the bus. If one of her friends went on a bus ride and described her about the bus journey, she became jealous of her.

Valli Discovers Details about the Bus Journey

For many days and months, Valli listened to the conversations between her neighbours and the people who travelled regularly by bus. She even asked them questions to gather information about the bus journey. From these conversations, Valli got to know that the nearest town from her village was six miles away and the bus would take 45 minutes for the journey. She also got to know that the fare of the bus for one way was thirty paise.

For Valli, sixty paise for a round trip in bus was a lot of money. But, she planned to collect it. She also calculated the time of her journey so that she could travel easily.

Valli Travelled in the Bus

One day in spring season, Valli stopped the bus. When the conductor asked her about the passenger, she told him that she herself was a passenger. Even when the conductor offered his help to get her on the bus, she refused and got on the bus by herself. She sat on the front seat as offered by the conductor.

The conductor addressed Valli as 'madam'. There were only six to seven passengers in the bus. The bus was new with soft and luxurious seats.

Valli Thought about her Planning for the Journey

Valli had to make detailed plans for her first bus journey. She had saved all the money she could get. She controlled her desires to buy toys, peppermints, balloons etc. Even in the village fair, she did not take a ride on the merry-go round. Further, she planned to quietly leave the house when her mother was taking her afternoon sleep. Earlier, she used that time to explore the village.

View Outside the Bus

Valli was excited to see the view outside, but the canvas obstructed (blocked) her view. So, she stood up on her seat to have a better view. She saw a narrow road outside. On one side of the road was a canal beyond which there were palm trees, grasslands, mountains and blue sky. On the other side, there was a deep ditch and acres of green fields.

Passengers Inside the Bus

An elderly passenger in the bus called Valli as a child. He asked her not to stand. Valli did not like being called a child. So, she told him that she was not a child but an adult just like everyone else. The conductor also told Valli to sit, otherwise, she would hurt herself when the bus takes a sharp turn. But Valli does not listen to him.

An Elderly Woman in the Bus

When the bus stopped at the next stand, Valli sat down because she feared that someone might take her seat. At the stand, an elderly woman came and sat beside Valli. Valli found the lady ugly. She had big holes in her ears and was wearing ugly earring.

She was chewing betel and it seemed that its juice would spill over her lips. When the lady asked Valli if she was alone and wanted to know where she was going, Valli told her not to bother about her and turned her face towards the window.

The Bus Journey

The bus was travelling through empty landscape. Valli was surprised to see the bus moving smoothly even when any other vehicle would come infront of it. Trees seemed to be moving but would stop when the bus reached them.

Suddenly, Valli was filled with joy when she saw a young cow running in the middle of the road infront of the bus. As the bus driver horned, the cow would get frightened and run faster infront of the bus. This made Valli laugh heartily. After some time, the bus reached to a railroad crossing. The train passed the crossing gate with a lot of noise, shaking the bus.

The Bus Entered the Town

The bus entered the town. Valli enjoyed looking at the colourful shops when the bus passed through the market. The bus stopped at a stand and all the passengers, except Valli, got down.

The conductor asked Valli to get down the bus. Valli told him that she would return on the same bus and handed him the return fare. She told the conductor that she had come to have a ride on the bus. The conductor then offered her some cold drink but Valli refused the offer.

Valli saw a Dead Cow

The bus started its return journey after sometime. Valli saw the same wonderful sights on the return journey. She was not bored and greeted everything with the same excitement she had felt the first time.

Suddenly, she saw a young cow lying dead by the road side. It was the same cow that was running towards the bus when she was going to town.

The cow had been struck with a fast moving vehicle. She was filled with sadness on seeing her. The bus moved on but the thoughts of the dead cow haunted Valli. Further, she did not looked outside the window.

Valli Returns Home

The bus soon reached Valli's village. She told the conductor that she would ride the bus again. The conductor reminded her about the fare and laughed. Vall got off the bus and entered her house. She saw her mother talking to her aunt from South street. She heard them talking about many things they did not know abou in the outside world. Valli agreed to this and remarked that there are many things happening without our knowledge. Surprised by her statement, Valli's aunt told her that Valli was behaving like a grown up lady. Valli smiled at this and knew that her mother and aunt would never get to know about her journey.

WORD MEANINGS

The given page nos. correspond to the pages in the prescribed textbook.

Word	Meaning
Page 116	
induction	the action or process of introducing someone to something
mystery	something that is difficult or impossible to understand or explain
Page 118	
fascinating	extremely interesting
gradually	slowly
crept	make way
overwhelming	(here) strong
wistfully	longingly
kindle	set alight (a fire) here, feelings
slang	a type of language consisting of words and phrases that are regarded as very informal
disapproval	expression of an unfavourable opinion
discreet	not likely to be seen or noticed by many people
Page 119	
crawl	to move slowly
jolly	happy and cheerful
slack	a time when there is not much work
Page 120	
roar	to move at high speed making a loud prolonged sound
gleaming	shining brightly
overhead	above someone's head
devoured	absorbed fully
canvas blind	curtain of thick cloth
peered	looked carefully
ditch	a pothole
startle	surprise
Page 121	
haughtily	proudly
chimed in	to break into a conversation or discussion
mimicking	copying the speech of someone
irritably	in a way which causes annoyance or anger
repulsive	causing strong dislike or disgust
Page 122	
sociable	friendly
curtly	sharply
drivel	talk in a very foolish or silly way
bother	worry
painstaking	diligent care and effort
thriftily	to spend money carefully
temptation	a strong urge or desire to have or do something
resolutely stifled	controlled with determination
excursion	a short trip, especially for pleasure
Page 123	
ventured out	went cautiously, courageously
hamlet	small village
gobbling up	hitting
pedestrian	a person travelling on foot
glee	joy
honked	sounded the horn
galloped	(of an animal) to run very fast
Page 124	
speck	a very small size
rattle	to make a rapid succession of short, sharp noises
traversed	travelled across or through
thoroughfare	a main road in a town
glittering	shining
gape	to look in surprise or wonder
merchandise	things for sale
Page 125	
shrugged	expressed indifference
spreadeagled	lying with arms and legs stretched out
haunted	returned repeatedly to the mind
dampening	reducing
Page 126	
chatterbox	talkative persson
chit of a girl	immature girl
pokes her nose	take an interest in something that does not concern her

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NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Oral Comprehension Check (Page 119)

1 What was Valli's favourite pastime?

Ans. Valli's favourite pastime was to stand at the front door of her house and enjoy the happenings on the street.

2 What was the source of unending joy for Valli? What was her strongest desire?

Ans. The source of unending joy for Valli was the sight of the bus that travelled between her village and the nearest town and each time filled with a new set of passengers. Valli's strongest desire was to have a ride in the bus.

3 What did Valli find out about the bus journey? How did she find out these details?

Ans. Valli found out that the town was six miles away from her village. The trip to town would take forty five minutes and the fare of one way was thirty paise.

Valli found out these details by listening carefully to the conversations between her neighbours and people who regularly ride the bus. She also asked a few questions from them.

4 What do you think Valli was planning to do?

Ans. I think Valli was planning to go to the town and then return back by the same bus.

Oral Comprehension Check (Page 122)

1 Why does the conductor call Valli 'madam'?

Ans. The conductor calls Valli 'madam' because she behaved like a mature woman. She declined his help and was very quick in her answers to the conductor's questions. The conductor was amused at her behaviour and to tease her calls her 'madam'.

2 Why does Valli stand up on the seat? What does she see now?

Ans. Valli stands up on the seat because she found her view blocked by the canvas that covered the lower part of the window. In order to have a better view, she stood up on the seat and looked over the canvas.

Valli can now see that the road was narrow. On one side of the road was a canal beyond which there were palm trees, grasslands, distant mountains and the blue sky. On the another side, she sees that there was a deep ditch and many acres of green fields.

3 What does Valli tell the elderly man when he calls her a child?

Ans. Valli tells the elderly man that there was nobody in the bus who was a child. She told him that she had paid her fare of thirty paise like everybody else.

4 Why didn't Valli want to make friends with the elderly woman?

Ans. Valli did not want to make friends with the elderly woman because she looked quite repulsive. She had big earholes and was wearing ugly earrings. Apart from this, she was chewing betel and it seemed that the juice of the betel would spill out of her mouth.

Oral Comprehension Check (Page 125)

1 How did Valli save up money for her first journey? Was it easy for her?

Ans. Valli saved up money for her first journey by not spending money on toys and eatables. She controlled herself from buying these things.

No, it was not easy for her at all. Even at the village fair, she resisted the temptation to be on the merry-go round. Thus, she was able to save sixty paise for her first bus journey.

2 What did Valli see on her way that made her laugh?

Ans. Valli saw a young cow, running very fast in the middle of the road in front of the bus. The horn of the bus frightened the animal. The more the driver horned, the more faster the cow ran in front of the car. This all seemed very funny to Valli and she laughed heartily.

3 Why didn't she get off the bus at the bus station

Ans. Valli didn't get off the bus at the bus station because she wanted to return to her village in the same bus.

4 Why didn't Valli want to go to the stall and have a drink? What does this tell you about her?

Ans. Valli didn't want to go to the stall and have a drink because she did not have the money to pay for it.

This tells us about her that she was a well-mannered and self-respecting girl.

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Thinking About The Text (Page 127)

1 What was Valli's deepest desire? Find the words and phrases in the story that tell you this.

Ans. Valli's deepest desire was to go on a bus ride. The words and phrases in the story that tell us this are 'source of unending joy', 'stare wistfully', and 'kindle in her longings, dreams and hopes'.

2 How did Valli plan her bus ride? What did she find out about the bus, and how did she save up the fare?

or Valli's dream was to enjoy a ride on the bus to the nearest town. What preparations did she make to realise her dream?

Ans. Valli planned her bus ride by listening carefully to conversations between her neighbours and people who regularly used the bus. She also asked a few questions from them.

She found out that the town was six miles from her village, the bus fare was thirty paise for one way and the bus trip took forty-five minutes. She also thought that if she stayed in the bus and came back by the same bus, it would cost her sixty paise.

She saved up the fare by controlling herself from buying toys, peppermints etc. She did not even take a ride on the merry-go round at the village annual fare to save money. Finally, she was able to save sixty paise for her journey.

3 What kind of a person is Valli? To answer this question, pick out the following sentences from the text and fill in the blanks. The words you fill in are the clues to your answer.

(i) "Stop the bus! Stop the bus!" And a tiny hand was raised ....

(ii) "Yes, I .... go to town," said Valli, still standing outside the bus.

(iii) "There's nobody here ....," she said haughtily. "I've paid my thirty paise like everyone else."

(iv) "Never mind," she said, "I can .... You don't have to help me". "I'm not a child, I tell you," she said, ...

(v) "You needn't bother about me. I .... ," Valli said, turning her face towards the window and staring out.

(vi) Then she turned to the conductor and said, "Well, sir, I hope ...."

Ans. (i) commandingly (ii) simply have to
(iii) who is a child
(iv) get on by myself, irritably
(v) can take care of myself
(vi) to see you again

4 Why does the conductor refer to Valli as 'madam'?

Ans. The conductor referred to Valli as 'madam' as she behaved like a grown up woman and did not think that she was a child. She also refused his help and told him that she could manage on her own. Therefore, to tease her, the conductor refers to her as 'madam'.

5 Find the lines in the text which tell you that Valli was enjoying her ride on the bus.

Ans. *The lines in the text which tell us that Valli was enjoying her ride on the bus are*

(i) Oh, it was all so wonderful.

(ii) Suddenly, Valli clapped her hands with glee.

(iii) Somehow this was very funny to Valli. She laughed and laughed until there were tears in her eyes.

(iv) Valli wasn't bored in the slightest and greeted everything with the same excitement she'd felt the first time.

6 Why does Valli refuse to look out of the window on her way back?

Ans. Valli refuses to look out of the window on her way back as she saw the dead body of the cow who was running towards the bus when she was going to town. This made her sad and frightened.

7 What does Valli mean when she says, "I was just agreeing with you what you said about things happening without our knowledge".

Ans. While saying this, Valli meant to hide the fact about her bus ride. She was also feeling happy and excited at making a successful attempt at her plan.

8 The author describes the things that Valli sees from an eight-year-old's point of view. Can you find evidence from the text for his statement?

Ans. *The evidence from the text for the statement that the author describes the things that Valli sees from an eight-year-old's point of view is as follows*

(i) Sometimes the bus seemed on the point of gobbling up another vehicle that was coming towards them or a pedestrian crossing the road.

(ii) Trees came running towards them but then stopped as the bus reached them and simply stood there helpless for a moment by the side of the road before rushing away in the other direction.

(iii) A young cow, tail high in the air, was running very fast, right in the middle of the road, right in front of the bus.

(iv) A speck of a train could be seen in the distance, growing bigger and bigger as it drew near.

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Exam Practice

[5 Marks each]

Extract Based Questions

Read the following extracts carefully and answer the questions that follow.

1 There was a girl named Valliammai who was called Valli for short. She was eight years old and very curious about things. Her favourite pastime was standing in the front doorway of her house, watching what was happening in the street outside. There were no playmates of her own age on her street and this was about all she had to do.

(i) Who is the author of the lesson "Madam Rides the Bus"?
- (a) Gavin Maxwell
- (b) Vallikkannan
- (c) Paulo Coehlo
- (d) Arup Kumar Dutta

(ii) What was Valli's favourite pastime?
- (a) Watching the street outside
- (b) Playing outside
- (c) Travelling on a bus
- (d) Reading books

(iii) Why did Valli choose a different pastime for her?
- (a) Because there were no playmates of her own age.
- (b) Because she didn't like to play with other children.
- (c) Because she was very curious.
- (d) None of the above

(iv) Which characteristic of Valli is mentioned in the extract?
- (a) Curiosity
- (b) Observation
- (c) Shyness
- (d) Her favourite pastime

(v) Choose the statement that are NOT TRUE according to the given extract.
- (a) Valli was an eight year old child.
- (b) Valli was a curious person.
- (c) Valli used to play with her friends on the street.
- (d) Her favourite pastime was to watch the street.

Ans. (i) (b) Vallikkannan

(ii) (a) Watching the street outside

(iii) (a) Because there were no playmates of her own age.

(iv) (a) Curiosity

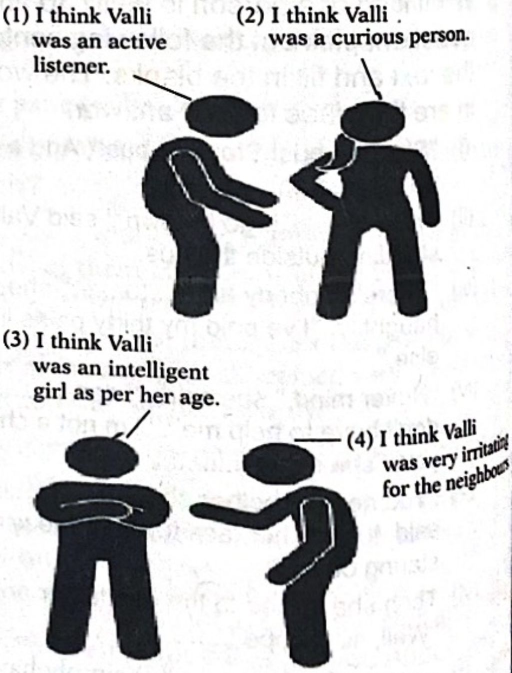
(v) (c) Valli used to play with her friends on the street.

2 Over many days and months, Valli listened carefully to conversations between her neighbours and people who regularly used the bus and she also asked a few discreet questions here and there. This way she picked up various small details about the bus journey. The town was six miles from her village.

(i) How did Valli picked up small details about the bus journey?
- (a) Listening to conversations of neighbours.
- (b) Asking a few discreet questions.
- (c) Both (a) and (b)
- (d) None of the above

(ii) What was Valli's overwhelming desire?
- (a) To have friends
- (b) To travel by bus
- (c) To top the class
- (d) None of these

(iii) Pick the option that correctly classifies Facts (F) and Opinions (O) of the students below.


(1) I think Valli was an active listener.
(2) I think Valli was a curious person.
(3) I think Valli was an intelligent girl as per her age.
(4) I think Valli was very irritating for the neighbours.

- (a) F- 1, 2 and O- 3, 4
- (b) F- 2, 3, 4 and O- 1
- (c) F- 1, 2, 3 and O- 4
- (d) F- 3 and O- 1, 2, 4

(iv) Why did Valli listen to the conversations?
- (a) Because she was curious.
- (b) Because she wanted to travel in the bus.
- (c) Because it was her hobby.
- (d) Because she had nothing else to do.

(v) The synonym of 'discreet' used in the extract is
- (a) carefully
- (b) details
- (c) cautious
- (d) regularly

Ans. (i) (c) Both (a) and (b)
(ii) (b) To travel by bus
(iii) (c) F- 1, 2, 3 and O- 4
(iv) (b) Because she wanted to travel in the bus.
(v) (c) cautious

3 "Day after day she watched the bus and gradually a tiny wish crept into her head and grew there: she wanted to ride on that bus, even if it was just once. This wish became stronger, until it was an overwhelming desire. Valli would stare wistfully at the people who got on and off the bus when it stood at the street corner. Their faces would kindle in her longings, dreams and hopes. If one of her friends happened to ride the bus and tried to describe the sights of the town to her, Valli would be jealous to listen and would shout, in English: "Proud! Proud!"

(i) Why did Valli stare wistfully at the people in the bus?
- (a) Because she had been watching the bus for a long time.
- (b) Because she was inspired by the people travelling on the bus.
- (c) Because she had a strong desire to take a ride on the bus.
- (d) Because she envied the people who could travel on the bus.

(ii) Choose the correct codes that show the list of words that collocate with 'overwhelming' (e.g. overwhelming desire)

1. Response
2. Lies
3. Support
4. Majority
5. Pets
6. places

- (a) 1, 5 and 6
- (b) 1, 3 and 4
- (c) 2 and 5
- (d) 3, 5 and 6

(iii) 'Valli would be jealous to listen…Proud!' The given sentence shows Valli's
- (a) longing to ride the bus.
- (b) nature as an envious person.
- (c) denial to accept her situation.
- (d) inclination to trouble travellers.

(iv) A part of the extract has been paraphrased. Choose the option that includes the most appropriate answer to the blanks.

The desire became so (i) ……….. that it transformed into an (ii) ……….. one. Valli would look (iii) ……….. at people who boarded the bus and got off.
- (a) (i) active (ii) overt (iii) longingly
- (b) (i) vigorous (ii) overpowering (iii) cheerfully
- (c) (i) staunch (ii) overt (iii) joyfully
- (d) (i) vigorous (ii) overpowering (iii) longingly

(v) What do you mean by the line 'gradually a tiny wish crept into her head and grew there'?
- (a) The wish developed in her head over a period of time.
- (b) The wish was a feeling of wanting to prove her strength.
- (c) The wish was planted in her head by someone's suggestion.
- (d) The wish was small and was overpowered by a sense of doubt.

Ans. (i) (c) Because she had a strong desire to take a ride on the bus.
(ii) (b) 1, 3 and 4
(iii) (a) longing to ride the bus.
(iv) (d) (i) vigorous (ii) overpowering (iii) longingly
(v) (a) The wish developed in her head over a period of time.

4 ""Yes, I'm travelling alone," she answered curtly. And I've got a ticket too.

'Yes she's on her way to town,' said the conductor. 'With a thirty paise ticket.'

'Oh, why don't you mind your own business,' said Valli. But she laughed all the same and the conductor laughed too. But the old woman went on with her drivel. 'Is it proper for such a young person to travel alone? Do you know exactly where you're going in town? What's the street? What's the house number?

'You needn't bother about me. I can take care of myself,' Valli said, turning her face towards the window and staring out."

(i) Pick the option that matches the expressions with 'mind' correctly.

	Expression		Meaning
1.	Bring to mind	A.	Be receptive to someone's ideas
2.	Be in two minds	B.	Think about only one
3.	Have an open mind	C.	Recall something
4.	Put your mind at ease	D.	Undecided
5.		E.	Reassure you
6.		F.	Reach a decision

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(a) 1-F, 2-C, 3-A, 4-D (b) 1-C, 2-D, 3-A, 4-E
(c) 1-B, 2-F, 3-E, 4-A (d) 1-F, 2-D, 3-C, 4-B

(ii) Valli told the conductor to mind his own business and laughed as well. This shows that Valli
- (a) was not really bothered about what the conductor said.
- (b) didn't like the conductor speaking about her.
- (c) disliked what the conductor said but was amused.
- (d) was impressed with what the conductor said.

(iii) The old woman went on with her drivel. What does the mean word 'drivel'?
- (a) The old woman was talking incessantly.
- (b) The old woman kept muttering a lot of nonsense.
- (c) The old woman was volunteering advice on request.
- (d) The old woman spoke non-stop about herself.

(iv) Why did the old woman ask Valli questions?
- (a) Due to anxiety about Valli travelling alone.
- (b) Due to curiosity and concern for Valli.
- (c) Due to interest in Valli's life and need for travel.
- (d) Due to the habit of interfering in Valli's life.

(v) Choose the option that describes Valli's feelings when the old woman asked her questions?
- (a) (i) Irritated (ii) Agitated
- (b) (i) Concerned (ii) Upset
- (c) (i) Upset (ii) Agitated
- (d) (i) Upset (ii) Irritated

Ans. (i) (b) 1-C, 2-D, 3-A, 4-E
(ii) (c) disliked what the conductor said but was amused.
(iii) (b) The old woman kept muttering a lot of nonsense.
(iv) (b) Due to curiosity and concern for Valli.
(v) (d) (i) Upset (ii) Irritated

Short Answer (SA) Type Questions [2/3 Marks each]

1 Who was Valli? Why did she keep standing in front of the door?

Ans. Valli was an eight year old girl who was very curious. Valli kept standing in front of the door as there were no playmates of her age. So, she used to keep on watching the street outside her house.

2 What was the most fascinating thing that Valli saw on the street? **CBSE 2019**

Ans. The most fascinating thing that Valli saw on the street was the bus that travelled between her village and the nearest town. It passed through her street each hour, once going to the town and once coming back.

3 Where was the town located? What was the fare to travel there by bus?

Ans. The town was located six miles from Valli's village.

The fare to travel to town by bus was thirty paise for one way.

4 What did Valli keep on planning and calculating continuously?

Ans. Valli kept on planning and calculating continuously the bus journey. She planned and calculated how much time it will take to reach the town and the fare that would be required in completing her journey.

5 How did Valli save money to travel by bus? **CBSE 201**

Ans. Valli saved the money to travel by bus by controlling every temptation to buy peppermints, toys, balloons and even a ride on the merry-go round at the village fair to save money for her bus journey.

6 Describe the bus in which Valli sat.

Ans. The bus in which Valli sat was new. Its outside was painted a gleaming white with some green stripes along the sides. Inside, the overhead bars shone like silver. There was a beautiful clock above the windshield and its seats were soft and luxurious.

7 How was the view outside the bus when it went through the road?

Ans. The view outside the bus when it went through the narrow road was very beautiful. Valli saw that on one side was a canal beyond which there were palm trees, grasslands, distant mountains and the blue sky. On the other side, there were a deep ditch and acres of green fields.

8 Why did the conductor want Valli to sit? Did Valli listen to him.

Ans. The conductor wanted Valli to sit as she might fall and hurt herself when the bus took a sharp turn. No, Valli did not listen to him and continued standing till the next bus stand.

9 Why didn't Valli get off the bus when the bus stopped at the town?

Ans. When the nearest town had reached, everyone got off the bus except Valli because she wanted to return home in the same bus. She only wanted to take a ride on a bus. So, she gave the conductor the fare to return home in the same bus.

10 How did Valli feel on seeing the dead cow on the road? **CBSE 2014**

Ans. On seeing the dead cow on the road, Valli felt sad. She thought that a lovable, beautiful creature just a little while ago had now suddenly lost its charm and its life. It looked so horrible and frightening. After that, she did not even look outside the bus.

11 Why did Valli smile to herself ? Did her mother and aunt had any chance of knowing the secret of her smile?

Ans. Valli smiled to herself when she realised that her mother and aunt would never, know about her journey. They did not know anything about Valli's bus journey and had no chance of knowing Valli's secret.

Long Answer (LA) Type Questions

[5 Marks each]

1 In such a fast moving world when we hear so many incidents happening with people, do you think Valli did right by not telling her mother about the bus journey? **CBSE 2015**

Ans. No, I don't think that Valli did the right thing in travelling alone to the town without informing her mother. By doing this, she put herself in an unsafe position as she could have easily been a victim of child abuse if she came in contact with wrong people. In fact, she was lucky to return home safely. Children should always travel along with their parents or elders as they are easy targets for criminals. We hear a lot of instances of crimes committed against children these days like kidnapping, child abuse, molestation, rape, etc.

Valli could have expressed her desire of travelling in the bus to her mother. I am sure that her mother would have fulfilled her wish by taking her on a bus ride. It might happen that her mother would not allow her that time. But being a caring mother, she would definitely take her on a ride of bus. Travelling alone is never safe because one has no idea about the routes and might get lost. So it is always better to inform parents before doing such acts.

2 Curiosity is the mother of learning. If one has an urge to know more about anything, one learns many things. Valli also has an urge to know more and more about things and her surroundings which makes her an intelligent, confident and mature girl. What traits of her character makes her so?

Ans. Curiosity is the mother of learning. If one has an urge to know more about anything, one learns many things. In the story, 'Madam Rides the Bus, Valli also has the urge to know more and more about things and her surroundings. She is a curious eight year old girl who observes her surroundings and learns a lot from others. She stands on the front door of her house and enjoys looking at the various activities around her house. When she develops a strong desire to ride in the bus, her curious nature helps her a lot. It allows her to listen to the conversations of other people who had travelled in the bus. She could even confidently ask questions so that she could gather as much information as she can, regarding the bus journey.

While on her journey, Valli behaved friendly with the bus conductor and maturedly handled herself throughout the bus journey. Her curious nature makes her intelligent and confident.

3 Once we decide to achieve something, so many difficulties come in our way. With focused attention we can make that achievement. How did Valli succeed in fulfilling her desire of riding a bus? **CBSE 2017**

or How did Valli fulfill her desire to ride a bus to the town and back? **CBSE 2020**

Ans. It is true once we decide to achieve something, many difficulties came in our way to stop us from doing our best to achieve our goals. However, with focused attention we can make our achievement. The story 'Madam Rides the Bus' proves this fact to be true.

In the story, Valliammai or Valli, an eight year old girl develops a strong desire to take a ride on the bus that travelled from her street everyday. As a confident and bold girl Valli not only gathered all knowledge about the journey but also meticulously planned her trip.

With extreme self-control, Valli saved the money she would require for a round trip in the bus. She controlled her desire to buy peppermints, toys, balloons and even did not take a ride on the merry-go-round in the village fair.

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Then she properly plans to take the journey quietly when her mother is taking her afternoon nap. Finally, she was able to fulfill her dream. Her passion, self-dependence and self-respecting nature helped her to take the journey safely. Thus, it is true that with focussed attention, determination and planning one can achieve everything in life.

4 What kind of person is Valli? Illustrate your answer from the text that you have read. **CBSE 2012**

or "Valli was a mature girl ahead of her age." Justify the statement with instances from the text. **CBSE 2020**

Ans. Valliammai or Valli was an eight year old curious girl who developed a strong desire to take a bus ride. In the story, Valli emerged as a clever, sensitive, self-respecting and fun loving girl. With determination and passion she worked towards fulfilling her desire.

Not only did she just gather all the information she would require for the bus journey but also sacrificed many things to achieve it. She controlled her simple desires of buying toys, balloons, etc to take a ride on the bus.

During the bus journey, Valli proved to be mature, confident, bold and practical girl beyond her age. She was full of excitement and enthusiasm with which she enjoyed the scenes outside the bus. Even the cow filled her with extreme joy.

Valli was also a keen observant intelligent and sensitive girl, she was friendly, polite as well as careful. She not only refuses to take a cold drink from a strange man but also shows her good manners while talking to the conductor.

Her nature is evident when she is saddened by the dead cow lying by the roadside. All these characteristics shows that Valli is different from other children of her age.

Self Assessment

Extract Based Questions

Read the following extracts carefully and answer the questions that follow.

1 But for Valli, standing at the front door was every bit as enjoyable as any of the elaborate games other children played. Watching the street gave her many new unusual experiences. The most fascinating thing of all was the bus that travelled between her village and the nearest town. It passed through her street each hour, once going to the town and once coming back. The sight of the bus filled each time with a new set of passengers, was a source of unending joy for Valli.

(i) Why did Valli keep on standing at the doorways?
   (a) To watch happenings on the street outside.
   (b) To have a glimpse of her lover.
   (c) To see the police taking bribe.
   (d) To wait for the clouds to bring rain.

(ii) How did Valli feel while standing at the doorway?
   (a) Bored (b) Tortured
   (c) Joyous (d) Sad

(iii) What did watching the street provide her?
   (a) Bangles for free
   (b) New unusual experiences
   (c) Food for free
   (d) Matter for the gossip

(iv) What did the most fascinating thing of all for Valli?
   (a) A new set of passengers everytime bus travelled.
   (b) The bus that travelled between her village and the nearest town.
   (c) A young cow running in the middle of the road.
   (d) Watching other children playing games in the street.

(v) .... is a word in the extract meaning opposite of 'very common'.
   (a) Bit (b) Elaborate
   (c) Enjoyable (d) Unusual

2 Her first journey-what careful, painstaking, elaborate plans she had to make for it; she had thriftily saved whatever stray coins came her way, resisting every temptation to buy peppermints, toys, balloons and the like, and finally she had saved a total of sixty paise. How difficult it had been, particularly that day at the village fair, but she had resolutely stifled a strong desire to ride the merry-go-round, even though she had the money.

(i) Who does 'her' refer to in the passage?
   (a) Valli's mother
   (b) Valli
   (c) The neighbours
   (d) Aunt who visited Valli's house

(ii) Where was her first journey made to?
   (a) The village (b) The street
   (c) Another city (d) The town

(iii) Why had she resisted all temptations?
   (a) To buy sweets.
   (b) To ride in a merry-go round.
   (c) To save money for the bus ride.
   (d) To buy toys.

(iv) How much money did she need to collect for her bus ride?
(a) 30 paise (b) 17 paise (c) 40 paise (d) 60 paise

(v) Find the word in the extract which means the same as 'laborious'.
(a) Careful (b) Painstaking (c) Elaborate (d) Resisting

Short Answer (SA) Type Questions

3 How was the interior of the bus in which Valli travelled?

4 What did the conductor advise Valli?

5 How did Valli react to the question of the old woman? Why?

6 What happened when the cow came in front of the bus?

7 What did Valli do when the conductor asked her to get off the bus on reaching the town?

8 What was Valli's reaction on seeing the dead cow?

Long Answer (LA) Type Questions

9 On seeing the dead cow Valli felt very bad. Do you think there are people even today who feel bad for the animals? Why do you think such accidents happen?

10 The people and surroundings are a great book to learn. Valli in the lesson 'Madam Rides The Bus' learns a from others. Mention the traits of her character which help her to learn from her surroundings.

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CHAPTER

10

The Sermon at Benares

by Betty Renshaw

Chapter Overview

This chapter highlights the wisdom taught by the Buddha in his first sermon at Benares. It was given after he attained enlightenment. In this sermon, the Buddha talks about the incident related to the death of Kisa Gotami's son. In the story, he told that we must not be sad or sorrowful about the death of any of our near or dear ones. Nobody is free from death as all are subject to it. Only when we overcome grief we can get free from sorrows. Then we can get peace.

About the Characters

Buddha Gautama Buddha is the founder of Buddhism. He was a spiritual teacher who had gained enlightenment after seeing the world's pains and greed.

Kisa Gotami She was a young mother whose only son had died. She was a loving and caring mother, but at the same time, she became selfish and wanted to get her son back after death.

Summary

Gautama's Early life

Gautama Buddha was born as a prince and was named Siddhartha Gautama in Northern India. When he was twelve years old, he was sent for schooling in the Hindu sacred scriptures. Four years later, he returned home and got married to a princesses. They had a son. He lived a royal life for ten years.

Gautama Feels Sufferings of the World

Gautama was protected from all the sufferings of the world. One day, on his way to hunt, Gautama came across a sick man, an aged man, a funeral procession and a monk begging for alms. He was only twenty five year old at that time. These experiences influenced Buddha's thinking that he gave up royal pleasures and set out to seek enlightenment.

Gautama Seeks Enlightenments

Gautama travelled aimlessly for seven years and then he stayed under a *peepal* tree until he attained enlightenment. After seven days of wandering, he got enlightened and renamed the tree as 'Bodhi Tree' (Tree of wisdom). He began to teach and share his new understandings and came to be known as Buddha. He gave his first sermon in the city of Benares. It is the holiest of the dipping places on the river Ganges. This Sermon reflects Buddha's wisdom about one undiscoverable kind of suffering.

Story of Kisa Gotami

Kisa Gotami had only one son who had died. She carried her dead son in her arms and went door to door asking for medicines for her dead child. People said that she had lost her senses. Eventually she met a man who directed her towards lord Buddha who could possibly have a solution for her problem. She went to Buddha and asked him to cure his son. Buddha asked her to bring a handful of mustard seeds from a house where no one had lost a child, husband, parent or friend.

Kisa Gotami went from house to house in search of mustard seeds but she didn't found such house where no one had ever died. She got tired, hopeless and sat down at the wayside. Soon, she realised that death was everywhere and nobody could escape from it. She realised that she had been selfish.

Certainty of Death

Buddha held that our life is full of pain and sufferings. Everyone who is born has to die. It is not possible to avoid death. As the ripe fruits are in danger of falling; as the earthen vessels made by the potter break, similarly the mortals have the danger of death.

Wise men and fools, all fall in the power of death. Only the wise do not grieve and they accept the reality. All weeping and grieving will bring more pain and sufferings to the body. One, who is composed, will obtain peace of mind and will be free from sorrow and be blessed.

WORD MEANINGS

The given page numbers correspond to the pages in the prescribed textbook.

Word	Meaning
Page 133	
sacred	holy
scriptures	the holy writings of a religion
befitted	appropriate
heretofore	before now
alms	money or food given to poor people
enlightenment	a state of high spiritual knowledge
wandered	moved in a leisurely or aimless way
vowed	a serious promise to do something
chanced upon	came across by chance
Page 134	
awakened	enlightened
sermon	a talk on a religious or moral subject
inscrutable	impossible to understand or interpret
repaired	went
procure	obtain
beloved	dearly loved
weary	feeling or showing extreme tiredness
flickered	shone unsteadily
extinguished	put out
valley of desolation	place filled with deep sorrow
Page 135	
mortals	those bound to die
earthen	made of baked or fired clay
kinsmen	near relatives
lamenting	expressing sorrow, regret or unhappiness about something
slaughter	the killing of animals for their meat
afflicted	affected

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Thinking About the Text (Page 135)

1 When her son dies, Kisa Gotami goes from house to house. What does she ask for? Does she get it? Why not?

Ans. When kisa Gotami's son died, she went from house to house, she asked for some medicine that would cure her child.

No, she did not get it because her child was dead and no medicine could have brought him back to life.

2 Kisa Gotami again goes from house to house after she speaks with the Buddha. What does she ask for, the second time around? Does she get it? Why not?

Ans. She asked for a handful of mustard seeds from a hous in which no one has died. Kisa Gotami went from do to door, but couldn't find a single house where death had not taken a beloved away. She could not get it. T reason is that death is inevitable. Anyone who is born bound to die one day.

3 What does Kisa Gotami understand the second time that she failed to understand the first time? Was this what the Buddha wanted her to understand?

Ans. Kisa Gotami understood the second time that death i common to all. She understood that she was being selfish in her grief. There was no house where some beloved had not died. Yes, this was what the Buddha wanted her to understand.

4 Why do you think Kisa Gotami understood this only the second time? In what way did the Buddha change her understanding?

Ans. Kisa Gotami understood this only the second time. It was because she found that there was not a single house where some beloved had not died.

The Buddha changed her understanding by asking her to get a handful of mustard seeds from a house in which no one had ever died. He did this purposely to make her realise that there was not a single house where no one had ever died. When she went to all the houses the second time, she found she could not get the mustard seeds. Then, when she sat and thought about it, she realised that the fate of men is such that they live and die. In this way, the Buddha changed her understanding.

5 How do you usually understand the idea of 'selfishness'? Do you agree with Kisa Gotami that she was being 'selfish in her grief'?

Ans. I usually understand the idea of selfishness as being concerned only about one's own interests. I also understand it to mean showing complete disregard for others' interests.

Yes, I agree with Kisa Gotami that she was being 'selfish in her grief'. In her son's death, she was unable to see that death is something that strikes all living beings. In this sense, she was selfish.

Thinking About Language

I. This text is written in an old-fashioned style, for it reports an incident more than two millennia old. Look for the following words and phrases in the text, and try to rephrase them in more current language, based on how you understand them.

- give thee medicine for thy child
- Pray tell me
- Kisa repaired to the Buddha
- there was no house but someone had died in it
- kinsmen
- Mark!

Ans.
- give you medicine for your child
- Please tell me
- Kisa went to the Buddha
- there was no house in which no one had died in it
- relatives
- Listen!

II. You know that we can combine sentences using words like and, or, but, yet and then. But sometimes no such word seems appropriate. In such a case we can use a semicolon (;) or a dash (—) to combine two clauses. She has no interest in music; I doubt she will become a singer like her mother.

The second clause here gives the speaker's opinion on the first clause.

Here is a sentence from the text that uses semicolons to combine clauses. Break up the sentence into three simple sentences. Can you then say which has a better rhythm when you read it, the single sentence using semicolons, or the three simple sentences?

For there is not any means by which those who have been born can avoid dying; after reaching old age there is death; of such a nature are living beings.

Ans. For there is not any means by which those who have been born can avoid dying. After reaching old age there is death. Of such a nature are living beings.

The single sentence using semicolons has a better rhythm when I read it. This is because the three parts of the sentence are connected to each other in their meanings.

The second clause gives further information on the first clause. The third clause is directly related to both the first and the second. Their meanings are better conveyed when they are joined by semicolons.

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Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and answer the questions that follow.

1 At twelve, he was sent away for schooling in the Hindu sacred scriptures and years later he returned home to marry a princess. They had a son and lived for ten years as befitted royalty.

At about the age of twenty-five, the prince here to fore shielded from the sufferings of the world, while going out on hunting, chanced upon a sick man, then an aged man, then a funeral procession, and finally a monk begging for alms. These sights so moved him that he at once became a beggar and went out into the world to seek enlightenment concerning the sorrows he had witnessed.

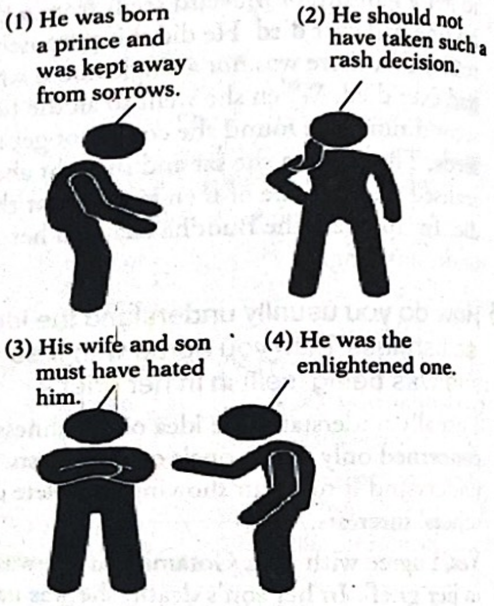
(i) Who does 'he' refer to here?
- (a) Buddha
- (b) Sick man
- (c) Monk
- (d) An aged man

(ii) What did the prince see while he was out on hunting?
- (a) He saw a sick and aged man.
- (b) He saw a funeral procession.
- (c) He saw a monk begging for alms.
- (d) All of the above

(iii) Choose the option that lists the set of statements that are NOT TRUE according to the given extract.
1. He was Lord Buddha.
2. He was kept away from sorrows of life.
3. He was just ten years old when he left the kingdom.
4. He became a beggar because he was dethroned.
5. He gained enlightenment.
6. His son was ten years old when he left the kingdom.

- (a) 3 and 4
- (b) 1 and 4
- (c) 2 and 5
- (d) 2 and 6

(iv) Pick the option that correctly classifies fact/s(F) and opinion/s (O) given below.



(1) He was born a prince and was kept away from sorrows.

(2) He should not have taken such a rash decision.

(3) His wife and son must have hated him.

(4) He was the enlightened one.

- (a) F- 1,3 and O-2,4
- (b) F-2,3 and O-1,4
- (c) F-1,4 and O-2,3
- (d) F-1 and O-2,3,4

(v) He decided to seek.
- (a) self-consciousness
- (b) enlightenment
- (c) cure for people from pain
- (d) helpless people from sorrow

Ans. (i) (a) Buddha
(ii) (d) All of the above
(iii) (a) 3 and 4
(iv) (c) F-1,4 and O-2,3
(v) (b) enlightenment

2 Mark! While relatives are looking on and lamenting deeply, one by one mortals are carried off, like an ox that is led to the slaughter. So, the world is afflicted with death and decay, therefore the wise do not grieve, knowing the terms of the world.

(i) Those who do not grieve are
- (a) happy
- (b) arrogant
- (c) proud
- (d) wise

(ii) The fate of mortals is
- (a) life
- (b) death
- (c) destiny
- (d) All of these

(iii) The wise do not grieve because
(a) they understand that death in inevitable.
(b) they overcome sorrow.
(c) they remain happy.
(d) they give sorrow to others.

(iv) Which animal are men compared to?
(a) All animals
(b) Someone named Mark
(c) All wise people
(d) An ox

(v) Choose the statement that is NOT TRUE according to the given extract.
(a) The wise people do not grieve.
(b) Death is the ultimate reality in the world.
(c) We should learn to move on.
(d) None of the above

Ans. (i) (d) wise
(ii) (b) death
(iii) (a) they understand that death in inevitable.
(iv) (d) an ox
(v) (d) None of the above

3 The Buddha said, "The life of mortals in this world is troubled and brief and combined with pain. For there is not any means by which those that have been born can avoid dying; after reaching old age there is death; of such a nature are living beings. As ripe fruits are early in danger of falling, so mortals when born are always in danger of death."

(i) The eternal aspect of life mentioned in the extract is
(a) life (b) food
(c) destiny (d) death

(ii) Human life has been compared to
(a) ripe fruits (b) hatred
(c) death (d) belief

(iii) Where did he say the given lines in the above extract?
(a) Benares (b) Allahabad
(c) Vapi (d) Agra

(iv) The life of mortals is
(a) troubled (b) brief
(c) combined with pain (d) All of these

(v) Which word in the extract is the antonym of 'prolonged'?
(a) Brief (b) Troubled
(c) Avoid (d) Early

Ans. (i) (d) death (ii) (a) ripe fruits
(iii) (a) Benares (iv) (d) All of these
(v) (a) Brief

4 Poor Kisa Gotami now went from house to house, and the people pitied her and said, "Here is mustard-seed; take it!" But when she asked, "Did a son or daughter, a father or mother, die in your family?" they answered her, "Alas! the living are few, but the dead are many. Do not remind us of our deepest grief." And there was no house but some beloved one had died in it.

(i) Why did Kisa Gotami travel from house to house?
(a) To bring a handful of mustard seeds.
(b) To ask if a family member had ever died in their homes.
(c) To ask for food.
(d) None of the above.

(ii) What did Kisa Gotami ask before taking the mustard seeds?
(a) If they had more of mustard seeds.
(b) If they had enlightenment.
(c) If a family member had ever died in their homes.
(d) None of the above

(iii) What did the people reply Kisa Gotami when she asked about the death of a family member?
(a) Do not remind them of mustard seeds.
(b) Do not remind them of their deepest grief.
(c) They do not remember the deaths of their beloveds.
(d) None of the above

(iv) Could Kisa Gotami find a house where no one had ever died?
(a) No (b) Few houses
(c) All houses (d) Yes

(v) Find the exact word from the extract which means 'dearly loved'.
(a) Deepest (b) Grief
(c) Beloved (d) Pitied

Ans. (i) (a) To bring a handful of mustard seeds.
(ii) (c) If a family member had ever died in their homes.
(iii) (b) Do not remind them of their deepest grief.
(iv) (d) Yes
(v) (c) Beloved

5 He wandered for seven years and finally sat down under a peepal tree, where he vowed to stay until enlightenment came. Enlightened after seven days, he renamed the tree the Bodhi Tree (Tree of Wisdom) and began to teach and to share his new understandings.

At that point he became known as the Buddha (the Awakened or Enlightened). The Buddha preached his first sermon at the city of Benares, most holy of the dipping places on the River Ganges; that sermon has been preserved and is given here. It reflects the Buddhas wisdom about one inscrutable kind of suffering.

(i) What did Buddha do while sitting under the tree?
- (a) He vowed to rename the tree, the Bodhi tree.
- (b) He vowed to stay until enlightenment came.
- (c) He began to teach.
- (d) He began to share his new understandings.

(ii) After how many days or years Gautama Buddha got enlightenment?
- (a) Seven days
- (b) Six days
- (c) Seven years
- (d) Ten years

(iii) Where did Buddha preach his first sermon?
- (a) Kashi
- (b) Haridwar
- (c) Benares
- (d) None of these

(iv) What does the sermon preached by Buddha reflect?
- (a) Wisdom about lamenting
- (b) Wisdom about dealing with grief
- (c) Wisdom about collecting handful of mustard seeds
- (d) Wisdom about one inscrutable kind of suffering

(v) How Benares is described in the lesson?
- (a) The most holy of the dipping places on the River Ganges
- (b) The most holy river
- (c) The place with most pilgrims
- (d) None of the above

Ans. (i) (b) He vowed to stay until enlightenment came.

(ii) (a) Seven days

(iii) (c) Benares

(iv) (d) Wisdom about one inscrutable kind of suffering

(v) (a) The most holy of the dipping places on the River Ganges

6 "Not from weeping nor from grieving will anyone obtain peace of mind; on the contrary, his pain will be the greater and his body will suffer. He will make himself sick and pale, ye the dead are not saved by his lamentation. He who seeks peace should draw out the arrow of lamentation, and complaint, and grief. He who has drawn out the arrow and has becom composed will obtain peace of mind; he who has overcome all sorrow will become free from sorrow, and be blessed."

(i) Who said these lines?
- (a) Kisa Gotami
- (b) Gautama Buddha
- (c) The Sermon
- (d) None of these

(ii) How can a person seek peace?
- (a) He who draw out the arrow of sorrow.
- (b) He who draw out the arrow of repentance.
- (c) He who draw out the arrow of lamentation and complaint, and grief.
- (d) He who draw out the arrow of pain.

(iii) What effect does the weeping or grieving hav on us?
- (a) Our pain will be the greater
- (b) Our body will suffer
- (c) We will make ourselves sick and pale
- (d) All of the above

(iv) Who will be blessed?
- (a) He who has overcome all sorrow.
- (b) He who is immortal.
- (c) He who is mortal.
- (d) He who has overcome anger.

(v) Find the exact word from the text which means to express weeping about something.
- (a) Grief
- (b) Lamentation
- (c) Sorrow
- (d) Repent

Ans. (i) (b) Gautama Buddha

(ii) (c) He who draw out the arrow of lamentation, and complaint, and grief.

(iii) (d) All of the above

(iv) (a) He who has overcome all sorrow.

(v) (b) Lamentation

Short Answer (SA) Type Questions

[2/3 Marks each]

1 What do you know about the early life of Buddha?

Ans. We know about the early life of Buddha that he was born in a royal family. His childhood name was Siddhartha.

At the age of twelve, he was sent away for schooling in Hindu sacred scriptures. Four years later, he got married to a princess and had a son.

2 What was the effect of observing the sufferings of the world on Buddha?

Ans. The effect of observing the sufferings of the world on Buddha was that he move out into the world to find enlightenment. At the age of 25, while hunting one day, Buddha saw a sick man, then an aged man then a funeral procession and finally a monk begging for alms. These affected him so much that he went out into the world to seek enlightenment.

3 What did the Buddha do after he had attained enlightenment?

Ans. After the Buddha had attained enlightenment, he started teaching and sharing his new understandings. He spread his preachings far and wide so that people could come to know the truth. He shared his knowledge with people through his teachings.

4 Where did Buddha preach his first sermon?

Ans. Gautama Buddha preached his first sermon at the city of Benares, which is regarded as the holiest of the dipping places on the river Ganges. The sermon reflects his knowledge about a kind of suffering.

5 How did Siddhartha Gautama get the name of Buddha?

Ans. Siddhartha Gautama sat under a big peepal tree, where he vowed to stay until he got enlightenment. He was enlightened after seven days. He began to teach and share his new understandings. In this way, he came to be known as Buddha.

6 Why was Kisa Gotami sad? What did she do in her hour of grief?

Ans. Kisa Gotami was sad over the death of her only son.

In the hour of grief, she went house to house in order to find medicine for her son that could bring him to life. But nobody could provide any medicine because his son was dead.

7 According to Kisa Gotami, what is the greatest grief of life? **CBSE 2014**

Ans. According to Kisa Gotami, the greatest grief in life is the death of one's loved ones. Therefore, instead of lamenting on it, the wise should accept the truth of death. Weeping will only increase the pain and disturb the peace of mind of a person.

8 How did Kisa Gotami realise that life and death is a process? **CBSE 2016**

Or How did Kisa Gotami realise that life and death is a normal process? **CBSE 2019**

Ans. Kisa Gotami realised that life and death is a normal process when she went from house to house but was unable to find one house where nobody had died. She was tired and hopeless to think and sat down at the wayside. She realised that, similar to the city lights, human lives also flicker up for sometime and are extinguished again.

9 What did Buddha say about death and suffering?

Ans. Buddha said about death and suffering that they are part and parcel of life. None can avoid this truth. We have to meet our destined end one day. Whoever has come to the world, will die one day.

In the hour of grief, we must remain calm and composed so that grief doesn't overcome us.

People who are wise, never complain or lament over their loss. They accept the truth and are blessed with it. So, wisdom lies in the fact that people should not get distressed with pain, suffering and death.

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Long Answer (LA) Type Questions [5 Marks each]

1 Why did Gotami go to the Buddha? What lesson did he teach her? **CBSE 2019**

or How did the Buddha make Kisa Gotami realise the reality of death? **CBSE 2020**

Ans. When Kisa Gotami lost her child she became very sad. She carried her dead child to her neighbours in order to get medicine to bring him to life. She was unable to accept the fact that her child is dead. It was then that someone suggested her to meet Gautama Buddha. When she went to Gautama Buddha, he asked her to collect mustard seeds from a house where no one had ever died. She went from one house to another but was unable to find a single house in the town where no one had died.

This way she realised that death is a part of life. Anyone who is born is bound to die one day. Thus, Buddha changed her understanding of death by this exercise. Buddha told her that only the wise do not grieve and they accept the reality. Mourning brings only pain and sufferings to the body. One who is composed obtains peace of mind. They will be free from sorrow and be blessed. This gave her strength to overcome her grief.

2 Personal losses are a part and parcel of life. Instead of wailing on them, we should move on in life. This message of Gautama Buddha has become more relevant in modern times. Do you agree ? Why /why not? **CBSE 2015**

Ans. Yes, I agree with the message that Gautama Buddha has given about life. In modern times, people have a lot to explore and move with the world at the same pace. If people don't understand the practical aspect of life, they will be under stress. It would affect their personal and professional lives. People need to understand that everyone who is born will have to die one day. There is no use of being sad or crying over the loss. People should remain calm and composed in such situations. They should face the truth and move on in life.

In today's world we have to accept the truth of life and death. We should think about the younger generation and the persons who are alive.

3 What lesson on death and suffering did the Buddha teach Gotami in the chapter, 'The Sermon at Benaras?' **CBSE 2018**

Ans. The lesson on death and suffering that Buddha taught Gotami was that, these are part and parcel of life. No one can avoid this truth. One has to meet one's destined end one day. Whoever has come into this world will die one day. Thus, in the hour of grief for a loved one who has died, one must remain calm and composed. Then one doesn't occupy himself with grief. Otherwise, they will feel the pain more.

However, those persons who are wise never complain or lament over their loss. They never try to bring back to life their loved ones who are dead, as Gotami wanted to do. They accept the truth and overcome their sorrow. Persons who overcome their sorrow will be blessed. So, wisdom is in the fact that people should not get distressed with pain, suffering or death.

4 Describe the journey of Siddhartha Gautama becoming the Buddha. **CBSE 2020**

Ans. Gautama Buddha was born in 563 BC in a royal family. His name was Siddhartha Gautama. At the age of twelve, he was sent away for schooling. He studied all the sacred Hindu scriptures. At the age of sixteen, he married a princess and later they had a son. He lived a royal life for ten years. Siddhartha had been shielded from the sufferings of the world. However, when he was twenty five, he saw a sick man, then an aged man and a funeral procession. Finally, he came across a monk begging for alms. This was his first encounter with the harsh realities of life. These sights made him so sad that he decided to renounce the worldly pleasures. He left his family and became a monk. He went out into the world to seek spiritual knowledge. Siddhartha Gautama wandered for seven years in search of wisdom and truth. Finally, he sat down under a big peepal tree to mediate. He vowed to stay there until he got enlightenment. After seven days, Gautama got enlightenment. He became known as 'The Buddha' which means 'enlightened' or 'the awakened'. He began to teach and spread his message of wisdom and truth.

5 What lesson did Kisa Gotami learn the second time that she had failed to learn the first time? **CBSE 202**

Ans. Kisa Gotami had lost her only son and in grief, she carried her dead son to all her neighbours to get him cured and restored back to life. Finally, she went to the Buddha asking him for medicine to cure her boy. The Buddha felt that she needed to be enlightened about the truth of life that death and sorrow are inseperable.

He could see that grief had blinded her, and it would be difficult for her to accept the truth. So, the Buddha told her to procure mustard seeds from a house where none had died. Kisa Gotami went door to door. Then, she realised that there was no house where no one had died and that death is common to all.

She came back to the Buddha where he told her that life in this world is troubled and filled with sorrows. He gave her examples of ripe fruits and earthen vessels whose 'lives' are short. This way he made her realise the second time that death is unavoidable and none even the near and dear ones can save anyone from death.

Self Assessment

Extract Based Questions

Read the following extracts carefully and answer the questions that follow.

1 Kisa Gotami had an only son, and he died. In her grief she carried the dead child to all her neighbours, asking them for medicine, and the people said, "She has lost her senses. The boy is dead." At length, Kisa Gotami met a man who replied to her request, "I cannot give thee medicine for thy child, but I know a physician who can." And the girl said, "Pray tell me, sir; who is it?" And the man replied, "Go to Sakyamuni, the Buddha." Kisa Gotami repaired to the Buddha and cried, "Lord and Master, give me the medicine that will cure my boy."

(i) Whose only son had died?

(a) Kisa Gotami
(b) Gautama Buddha
(c) A man
(d) None of these

(ii) Why was Kisa Gotami carrying her dead child to all her neighbours?

(a) To make her son alive.
(b) To ask for medicine.
(c) To ask for mustard seeds.
(d) To help her in cremation of her son.

(iii) To whom did the man at length send Kisa Gotami to?

(a) The doctor
(b) The neighbour
(c) The King
(d) Sakyamuni, the Buddha

(iv) What did Kisa Gotami ask from Buddha?

(a) To give her the medicine that would cure her son.
(b) To give her the medicine that would make her immortal.
(c) To give her the medicine that would make her son immortal.
(d) To give her the medicine that would give her enlightenment.

(v) What does "She has lost her senses" imply?

(a) Inability to speak
(b) Inability to see
(c) Inability to think clearly and behave sensibly
(d) Inability to smell

2 Kisa Gotami became weary and hopeless, and sat down at the wayside watching the lights of the city, as they flickered up and were extinguished again. At last the darkness of the night reigned everywhere. And she considered the fate of men, that their lives flicker up and are extinguished again. And she thought to herself, "How selfish am I in my grief! Death is common to all; yet in this valley of desolation there is a path that leads him to immortality who has surrendered all selfishness."

(i) Why did Kisa Gotami become sad and hopeless?

(a) She could not collect a handful of mustard seeds.
(b) She could not meet the Buddha.
(c) She could make her son alive again.
(d) She could find a home where no one had ever died.

(ii) What did she understand from the flickering of lights?

(a) Fate of her son
(b) Fate of humans
(c) Her own fate
(d) None of these

(iii) What lesson did she learn when she could not find a house where a beloved had never died?

(a) Mustard seeds were not available with any house.
(b) The Buddha gave an impossible task.
(c) Death is common to all.
(d) None of the above.

(iv) Which path leads a man to immortality?
   - (a) Path where man surrenders all selfishness.
   - (b) Path where man surrenders love.
   - (c) Path where man learns how to lament.
   - (d) Path where man learns to grief.

(v) Find the word in the passage which is opposite to 'lively'.
   - (a) Flickering
   - (b) Desolation
   - (c) Immortality
   - (d) Surrender

Short Answer (SA) Type Questions

3 What did Buddha do after he attained enlightenment? Why?

4 What is the greatest sorrow of people?

5 What did the man suggest Kisa Gotami to do?

6 Why was the *peepal* tree later named as *Bodhi* Tree?

7 How did Buddha teach Kisa Gotami the truth of life?

Long Answer (LA) Type Questions

8 The teachings of a great person enable us to face even the most challenging problems in life. How does th lesson explain this statement?

9 A little help and guidance to those who are experiencing grief, may help them understand and overcome grief. It is a big relief for the grieving person if support and care are extended to them. Explain citing examples from the chapter 'The Sermon at Benares'.

CHAPTER

11

The Proposal

by Anton Chekov

Chapter Overview

'The Proposal' is a one act play about the tendency among rich families to use marriage as means to increase their wealth. In the story, Lomov, a rich man goes to his wealthy neighbour, Chubukov's house with a proposal to marry daughter, Natalya. However, all three of them fight with each other over small issues. Even when the proposal is made, they continue with their quarrels.

About the Characters

Stepan Stepanovitch Chubukov He is a landowner and the father of a young girl named Natalya.

Natalya Stepanovna She is a young girl. She is fussy and argumentative.

Ivan Vassilevitch Lomov He is a young man who wishes to marry Natalya. He is also very argumentative.

Summary

Lomov at Chubukov's House

The play begins in a drawing room of Chubukov's house. Ivan Lomov comes to meet Chubukov. Chubukov is extremely happy to meet him. He is surprised to see Lomov wearing a formal dress and asks him if he was going somewhere. Lomov informs him that he has come to meet him because he needs his help. Chubukov thinks that Lomov must have come to borrow money from him. Finally, Lomov told that he has come to ask for Natalya's (Chubukov's daughter) hand for marriage.

Chubukov's Reaction to the Proposal

Chubukov gets very excited after hearing about the proposal. He hugs and kisses Lomov. He informs Lomov that he waited for this proposal since a long time. He even guarantees that Natalya would also agree to the proposal and goes to call her.

Lomov Thinks about Natalya and His Life

Lomov starts trembling (shaking) due to overexcitement. Lomov is left alone in the drawing room. He starts talking to himself. He finds Natalya to be a good housekeeper. She is well educated and not bad looking. He thinks that he needs to get married now because he is thirty-five years old. He thinks that now he needs to live a quiet and peaceful life. He also thinks that he is always restless and cannot sleep properly.

Natalya Meets Lomov

Natalya enters the drawing room and is surprised to see Lomov. She asks Lomov why he had not come there for a long time. She welcomes Lomov and starts talking about the work in the fields. Suddenly, she notices Lomov's dress. She asks him why he was dressed in an evening (formal) dress and enquired if he was going to a ball (party).

Lomov tells her the purpose of his visit. But instead of talking about the proposal, Lomov tells her about the good relations between Lomovs and Chubukovs. He also mentions about Oxen Meadows that he had inherited from his aunt.

Argument over Oxen Meadows

After hearing Lomov calling Oxen Meadows as his own, Natalya tells Lomov that the Oxen Meadows do not belong to him. They actually belonged to them. An argument began over the Oxen Meadows. Both of them constantly state that the Meadows are owned by them.

Lomov offers to show documents to prove his claims. Lomov clarifies that he is talking about the Oxen Meadows that are between her Birchwoods and Burnt marsh. He clarifies that the Oxen Meadows were once a subject of dispute between their families. But now it belongs to Lomov. His aunt's grandmother gave its free use to the peasants of Natalya's father's grandfather. The peasants used to make bricks for the grandmother. Since peasants used the meadows for forty years, Chubukovs started considering the land to be their own.

Argument Continues between Natalya and Lomov

Natalya does not agree and stick to her point that those meadows belonged to them. She insists that the land have been owned by them for nearly 300 years. Both Lomov and Natalya insist that the land is not worth a lot of money but they want the land as a matter of principle. Lomov offers to make meadows as a present to Natalya. Natalya also says that she can make meadows as a present to Lomov.

Chubukov Joins the Argument

Chubukov enters the room and gets to know the reason for the argument. He supports Natalya and tells Lomov that Oxen Meadows are owned by them. The quarrel increases to such an extent that Lomov and Chubukov start abusing each other and their families.

Chubukov tells Lomov by saying that he cannot talk to him so disrespectfully as he is twice of his age. He calls Chubukov a land grabber. Lomov threatens that he would take Chubukov to the court. Chubukov says that Lomov's grandfather was a drunkard. His younger aunt Nastasya ran away with an architect. Chubukov calls him a villain and a scarecrow. He also ca him a monster who has the courage to propose. All this excites Lomov and his health deteriorates. Finally, Chubukov asks Lomov to leave his house and never come back again.

Natalya Gets to Know about the Proposal

As soon as Lomov leaves, Chubukov tells Natalya that Lomo had come to propose her for marriage. When Natalya hears this, she almost faints and starts crying. She blames Chubukov for irritating/exciting Lomov and asks him to bring Lomov back. Chubukov goes to get Lomov back.

Another Argument over Dogs

Lomov enters the house again. Natalya tells him that the Oxen Meadows belongs to Lomov and shifts the conversation. Then, they start talking about dogs. Lomov tells Natalya that his dog 'Guess' is the best dog.

Natalya again objects to Lomov's claims and calls her dog 'Squeezer' to be better than Guess. Again, an argument begins. Both of them list the qualities of their dogs and claim their dog to be better than the other. Chubukov als joins the argument and again it grows to such an extent that they start abusing each other.

Chubukov Asks Lomov to Marry Natalya

While they are arguing, Lomov's condition worsens and h falls onto an arm chair. Both Natalya and Chubukov thin that he has died and start crying. They think that Natalya' chance of getting married has gone.

After sometime, Lomov comes to his senses. Chubukov tells Lomov that Natalya is ready for marriage and that they should get married soon. He does not want to lose even a single moment and joins their hand. He asks them to kiss each other.

But again, they start arguing about their dogs while Chubukov calls everyone for Champagne to try to quiet her daughter.

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WORD MEANINGS

The given page nos. correspond to the pages in the prescribed textbook.

Word	Meaning
PAGE 144	
get up	dress
pardon	to excuse
to count on	to depend on
PAGE 145	
by jove	used to express surprise or emphasis
interrupt	to ask questions or say things while another person is speaking
off my balance	excited
consent	to give permission for something
tremble	to shake slightly as you are afraid, nervous, excited etc
egad	expressing surprise, anger or affirmation
PAGE 146	
palpitation (of the heart)	to beat quickly and strongly and often in a way that is not regular because of excitement, nervousness etc
twitch	to make a slight, sudden movement that is not controlled or deliberate
lunatic	a crazy person
neglige	gown
shelling	removing shells
splendid	glorious
stacked	stored
rot	to decay
ball	a large formal gathering for social dancing
PAGE 147	
late	no longer alive
regard	a feeling of respect and admiration for someone
meadow	a place for grazing cattle
marsh	a place with loose earth and water
wedged	to force into a narrow space, squeeze
perpetuity	the state of continuing for a long time
peasant	a farmer
reckon	believed
PAGE 148	
Dessiatins	a currency
implore	to make a very serious or emotional request to someone
make head or tail	understand

Word	Meaning
threshing	process of separating the grains from the plant
gypsie	a homeless person
impudent	failing to show proper respect and courtesy
carafe	a water container
PAGE 149	
accuse	to blame
mower	a person who cuts grass
clutch	to hold with the hand
hoarse	loud
restrain	to stop somebody from doing something
yell	to say something very loudly especially as you are very angry
excruciating	very painful; causing great mental or physical pain
PAGE 150	
accustomed	habitual
agitating	disturbing, exciting or angering someone
PAGE 151	
pettifogger	one who argues about small issues
embezzlement	to steal the money of your employer
iunacy	madness
drunkard	a person who is drunk or who often gets drunk
hump backed	having a hump at the back
guzzle	fat or drink (something) greedily
gambler	one who gambles
intriguer	cheater
malicious	having or showing a desire to cause harm
stagger	to move unsteadily from side to side
rascal	a cruel or dishonest man
scarecrow	a person who is very badly dressed, odd-looking or thin
impudence	quality of not showing respect for others
confounded	used for emphasis, especially to express anger or annoyance
wizen-faced	wrinkle-faced
frump	a colourless person
PAGE 152	
wail	to cry
Hysterics	a wildey emotional and exaggerated reaction

Word	Meaning
fetch	to go after and bring back someone
heated	angry
PAGE 153	
evidence	proof
misfortune	bad luck
lame	having an injured leg or foot that makes walking difficult or painful
twisted	forced out of its natural or proper shape
expense	expenditure
pedigree	the history of the family members in an animal's past especially when it is good or impressive
assure	convince
thoroughbred	of pure and unmixed breed
worn-out	tired
overshot	having the upper jaw extending the lower
heaps	(here) much
contradiction	the act of saying something that is opposite or very different in meaning to something else
PAGE 154	
bursting	to break open or into pieces
pretend	assume
rot	(here) rubbish
well-sprung	rounded
purebred (of an animal)	having parents that are of the same breed
muzzle	the usually long nose and mouth of an animal
neck and neck	very close (as in a race)
verst	a Russian unit of distance equal to 1.067 kilometres
PAGE 155	
liable to	likely to
tracking	(here) hunting
partridge	a bird
milksop	a man who lacks courage
worrying	(here) following
jesuit	one who cheats
PAGE 156	
damned	used to say that something is not important
bliss	complete happiness

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NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Thinking about the Play *(Page 157)*

1 What does Chubukov at first suspect that Lomov has come for? Is he sincere when he later says "And I've always loved you, my angel, as if you were my own son"? Find reasons for your answer from the play.

Ans. At first, Chubukov suspected that Lomov had come to borrow money.

Chubukov was not sincere when he told Lomov that he had always loved him and that he was like his own son, because he had decided to not give any money to Lomov.

If he truly meant what he said he would not have thought of not giving him money. He said so only because Lomov had asked for his daughter's hand in marriage.

2 Chubukov says of Natalya: "... as if she won't consent! She's in love; egad, she's like a lovesick cat..." Would you agree? Find reasons for your answer.

Ans. Yes, Natalya is in love with Lomov. This is clear by the way she behaves when she gets to know that Lomov came to propose her for marriage. She starts weeping and asks her father to bring Lomov at once. She even agrees with Lomov that he owns the Oxen Meadows.

3 (i) Find all the words and expressions in the play that the characters use to speak about each other, and the accusations and insults they hurl at each other. (For example, Lomov in the end calls Chubukov an intriguer; but earlier, Chubukov has himself called Lomov a "malicious, doublefaced intriguer." Again, Lomov begins by describing Natalya as "an excellent housekeeper, not bad-looking, well-educated.")

(ii) Then think of five adjectives or adjectival expressions of your own to describe each character in the play.

(iii) Can you now imagine what these characters will quarrel about next?

Ans. (i) *The words and expressions that have been used to describe each other by various characters of the play are*

- Chubukov: intriguer, grabber, old rat;
- Natalya: a lovesick cat, an excellent housekeeper, not bad-looking, well-educated;
- Lomov: a good neighbour, impudent, pettifogger, malicious, double faced intriguer, rascal, blind hen, turnip ghost, a villain, scare crow, stuffed sausage etc.

(ii) Some of the adjectives or adjectival expressions that can be used to describe each character are easily excited, nervous in practical, formal, proud, silly, quarrelsome, money-minded etc.

(iii) Do it yourself (Students can discuss amongst themselves the various subjects that these characters would most probably argue about)

Thinking about the Language *(Page 157)*

1 I. This play has been translated in English from the Russian original. Are there any expressions or ways of speaking that strike you as more Russian than English?

For example would an adult man be addressed by an older man as my darling or my treasure in an English play?

Ans. 1. There are many expressions in the play that are not generally used in contemporary English. These expressions include salutations such as my angel, my beloved, my beauty, etc. It also includes phrases such as 'and so on', and all that sort of thing and 'all that' Other such expressions include 'the scarecrow', 'the stuffed sausage', 'and how you may be getting on', etc.

II. You must have noticed that when we report someone's exact words, we have to make some changes in the sentence structure. In the following sentences fill in the blanks to list the changes that have occurred in the above pairs of sentences. One has been done for you.

1. To report a question, we use the reporting verb **asked**.
2. To report a declaration, we use the reporting verb......
3. The adverb of place here changes to ......
4. When the verb in the direct speech is in the present tense, the verb in reported speech is in the ...... tense.
5. If the verb in direct speech is in the present continuous tense, the verb in reported speech changes to ...... tense. For example, ... changes to was getting.
6. When the sentence in direct speech contains a word denoting respect, we add the adverb ...... in the reporting clause.
7. The pronouns I, me, our and mine, which are used in the first person in direct speech, change to third person pronouns to such as ......, ..., ..., or ...... in reported speech.

Ans. (2) declared (3) there (4) past (5) past continuous, is getting (6) respectfully (7) he, him, their, his

Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and choose the correct option.

1 Natalya I can make you a present of them myself, because they're mine! Your behaviour, Ivan Vassilevitch, is strange, to say the least! Up to this we have always thought of you as a good neighbour, a friend; last year we lent you our threshing-machine, although on that account we had to put off our own threshing till November, but you behave to us as if we were gypsies.

(i) Where do Lomov and Natalya get on the wrong foot?
(a) While talking about the weather
(b) While talking about their land
(c) While talking about their family relations
(d) While talking about their hobbies.

(ii) 'Them' here refers to
(a) Oxen Meadows
(b) Lomov and Natalya
(c) Burnt Marsh
(d) Birchwoods

(iii) What does the given lines tell us about Natalya?
(a) She is self-centered.
(b) She is short-tempered.
(c) She is beautiful.
(d) She is jealous.

(iv) Choose the statement that is NOT TRUE according to the given extract.
(a) Ivan Vassilevitch had a strange personality.
(b) Natalya was a neighbour of Ivan.
(c) Both Natalya and Ivan were good friends.
(d) Natalya was married.

(v) 'Put off' in the given extract means
(a) switch off
(b) postpone
(c) running the mood
(d) close

Ans. (i) (b) While talking about their land
(ii) (a) Oxen Meadows
(iii) (b) She is short-tempered.
(iv) (d) Natalya was married.
(v) (b) postpone

2 Natalya Papa gave 85 roubles for his Squeezer, and Squeezer is heaps better than Guess!

Lomov Squeezer better than Guess? What an idea! (laughs) Squeezer better than Guess!

Natalya Of course he's better! Of course, Squeezer is young, he may develop a bit, but on points and pedigree he's better than anything that even Volchanetsky has got.

(i) The name of Lomov's dog is
(a) Squeezer
(b) Guess
(c) Guard
(d) Tommy

(ii) The word in the extract which means the same as 'much' is
(a) heaps
(b) overshot
(c) lame
(d) develop

(iii) Who is the writer of the play 'The Proposal'?
(a) Robert Frost
(b) Anton Chekov
(c) Carolyn Wells
(d) Robin Klein

(iv) Natalya's father bought Squeezer for
(a) 105 roubles
(b) 85 roubles
(c) he was adopted.
(d) 150 roubles

(v) Squeezer is better according to Natalya because
(a) he has a better pedigree.
(b) he is young.
(c) he runs fast.
(d) Both (a) and (b)

Ans. (i) (b) Guess
(ii) (a) heaps
(iii) (b) Anton Chekov
(iv) (b) 85 roubles
(v) (a) he has a better pedigree.

3 "Natalya Stephenova is an excellent housekeeper, not bad looking, well-educated. What more do I want? But I'm getting noise in my ears from excitement. (Drinks) And it's impossible for me not to marry. In the first place, I'm already 35–a critical age so to speak. In the second place, I ought to lead a quiet and regular life."

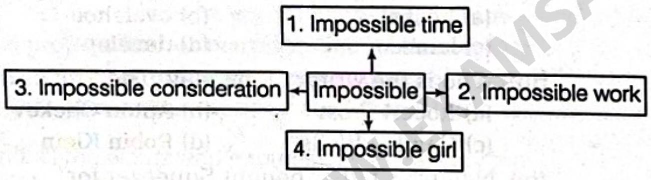
(i) Who is the speaker of the given lines?
(a) Chubukov (b) Ivan
(c) Ivan's brother (d) Chubukov's friend

(ii) When the speaker says, 'What more do I want?', he means that
(a) he wants to get married soon.
(b) Natalya is a good match for him.
(c) he and Natalya are both quarrelsome.
(d) Natalya would add to his glory.

(iii) What does the given lines tell us about the speaker?
(a) He suffered from many illnesses.
(b) He lived a very social life.
(c) He wanted a beautiful wife.
(d) He lived a very quiet and regular life.

(iv) The statement that is TRUE about the speaker, according to the passage is
(a) he is an old man.
(b) he suffers from attacks of excitements.
(c) he wants to make Natalya his business partner.
(d) he wants to travel to the world.

(v) The extract uses the phrase, 'And it's impossible for me.' Which of the following expressions is incorrect with respect to the word 'impossible'?



(a) Option 1 (b) Option 2
(c) Option 3 (d) Option 4

Ans. (i) (b) Ivan
(ii) (b) Natalya is a good match for him.
(iii) (d) He lived a very quiet and regular life.
(iv) (b) He suffers from attacks of excitements.
(v) (b) Option 2

4 "Excuse me, my heart ... lets take the facts. You will remember that on the Marusinsky hunt my Guess ran neck-and-neck with the Count's dog, while your Squeezer was left a whole vers behind." Chubukov : He got left behind because the count's whipper-in hit him with his whip.

(i) The speaker of the above lines is
(a) Natalya
(b) Lomov
(c) Chubukov
(d) Natalya's friend

(ii) The speaker is trying to prove that
(a) her dog is not better.
(b) her dog Squeezer is far superior than Guess.
(c) her dog Guess is far superior than Squeezer.
(d) her eat is better than other cats.

(iii) What can you tell about the speakers in the given lines?
(a) They were quarrelsome.
(b) They were egoistic.
(c) They hated each other.
(d) They were short-tempered.

(iv) The phrase 'neck to neck' will mean
(a) totally different (b) very close
(c) very far (d) companions

(v) 'Whole verst behind' in the extract means
(a) very behind (b) not very behind
(c) very ahead (d) equal

Ans. (i) (b) Lomov
(ii) (b) her dog Squeezer is far superior than Guess.
(iii) (a) They were quarrelsome.
(iv) (b) very close
(v) (a) very behind

Short Answer (SA) Type Questions

[2/3 Marks each]

1 How does Lomov come to Chubukov's house? For what does he come? How is he received? **CBSE 2012**

Ans. Lomov came to Chubukov's house in the evening dress with gloves on.

Lomov came to propose Chubukov's daughter Natalya for marriage.

Lomov is treated with respect by Chubukov, who also felt happy.

2 How does Chubukov react when Lomov asked for the hand of his daughter in marriage? **CBSE 201**

Ans. When Lomov says that he has come to ask for the hand of his daughter in marriage, Chubukov gets excited with joy.

He hugs and kisses Lomov, sheds a tear of joy and calls for God's blessing for Lomov and Natalya.

3 **Why did Lomov want to get married?**

Ans. Lomov wanted to get married as he was already 35 years old. He felt that now he should lead quiet and peaceful life with a well educated, beautiful Natalya.

Moreover, he was suffering from a weak heart and sleep-sickness and wanted company of someone to look after him.

4 **What happens to Lomov when he is in an excited state?**

Ans. When Lomov is in an excited state, his heartbeat increases, his lips tremble and there is a twitch in his right eyebrow. When he goes to sleep in such a state, something pulls him from his left side and he jumps like a lunatic.

5 **How does Natalya excite Lomov to the point of verbal fighting?**

Ans. Natalya excites Lomov to the point of verbal fighting by repeatedly insisting that Oxen Meadows belonged to them. She tells Lomov that upto now she considered Lomov a good neighbour and friend. This excites Lomov to the point of verbal fighting.

6 **Describe Oxen Meadows. How were they a source of quarrel between Lomov's and Natalya's family?**

Ans. Oxen Meadows is a land wedged between Birchwoods and the Burnt Marsh.

It becomes the source of quarrel between Lomov's and Natalya's family as both of them lay claim over it.

Lomov tries to prove that the Oxen Meadows were given to Natalya's great grandfather's peasants for free use.

Because of using it for 40 years, they had started thinking that the Meadows belonged to them while Chubukov's contest (contradict) Lomov's claims.

7 **How does Lomov react when Chubukov says that he is not used to misbehave by a young man like Lomov?**

Ans. Lomov reacts by saying that Chubukov thinks that he is a fool. He says that he cannot talk to him calmly and politely as he is making a false claim to his property. He further accuses Chubukov of being a grabber. He also threatens to take Chubukov to the court.

8 **How does Natalya react when she comes to know that Lomov had come to propose her?** **CBSE 2014**

Ans. When Natalya comes to know that Lomov had come there to propose her, she was shocked. She cries, changes her stance and asks her father to bring Lomov back. When he proposed her, she became very happy as she also wanted to marry him.

9 **Why does Natalya ask her father Chubukov to fetch Lomov in at once? Why does she accuse her father?**

Ans. Natalya asks her father to bring Lomov back at once as she comes to know that Lomov had come to propose her for marriage. She accused Chubukov of driving Lomov out of their home.

10 **Besides Oxen Meadows what is the other important cause of quarrel between Lomov and Natalya?**

Ans. After the quarrel regarding the Oxen Meadows is over, Lomov and Natalya started another quarrel. This time, it is about their dogs, Squeezer and Guess. Natalya thinks that their squeezer was a better dog than Lomov's dog, Guess. She further calls Guess old and worthless, thus, starting the quarrel.

11 **What kind of a man is Lomov?**

Ans. Lomov is a man of 35 years old. He is really a very funny and comical character who came to propose Natalya. But he is so nervous and excited that he continues quarrelling with Natalya over small things and fails to make the proposal. He has no confidence and no self-control.

12 **What opinion of Chubukov do you form after reading 'The proposal'?**

Ans. Chubukov is a rich landlord and a neighbour of Lomov. He is short tempered and rude in behaviour. He wants Lomov to be married to Natalya.

But he forgets the main proposal and joins the quarrel between Lomov and Natalya. Chubukov also becomes abusing and insulting. However, he grabs the opportunity as soon as it comes, and blesses the couple in the end.

13 **Which qualities are common in all three characters of the play 'The Proposal'?**

Ans. All the characters in the play are argumentative, full of pride and possessiveness. They are always ready to argue for small things. They even fought over the breed of dogs.

Long Answer (LA) Type Questions

[5 Marks eac

1 The principle 'forgive and forget', helps a lot in maintaining cordial relations in society. Do you think Anton Chekov conveys this message in the play 'The Proposal'?

Ans. It is true that the principle 'forgive and forget' is the foundation of all the cordial relationships in our society. Any communication gap or misunderstanding develop better feeling which leads to enmity.

In such cases, one must sit together and resolve the issue calmly. One must learn to forgive another and forget the issue.

In the play 'The proposal', Anton Chekov conveys this message through two neighbours, Lomov and Chubukov as well as Chubukov's daughter Natalya. They start quarrelling over small issues. Initially, the argument is about the ownership of Oxen Meadows. Then it is about their dogs. Their arguments slowly developed into fights and they started abusing each other.

This damaged their relationship. Because of their quarrel, important issues were left behind. It is only when Natalya came to know that Lomov had come to propose her then only the argument is left behind. Natalya and Chubukov both asked for forgiveness and even forget the initial argument. Hence, it is essential to remember the principle of 'forgive or forget' if one wants to have cordial relationship with others.

2 Neighbours must have a cordial relationship which Lomov and Natalya do not have. Describe the first fight between them. CBSE 201

Ans. Neighbours must have a cordial relationship which Lomov and Natalya lack. Lomov comes to his neighbour Chubukov house to ask for his daughter, Natalya's hand in marriage. When he meets Natalya, it seems that they do share a cordial relationship as both of them talk about Natalya's fields. However, they both soon start quarrelling over the ownership of a piece of land called Oxen Meadows. The quarrel starts when Lomov calls the Oxen Meadows his own. On hearing this, Natalya objected and claimed that the Oxen Meadows belongs to her family. Lomov even claimed to have the documents that proved that the land was his property. He also tells Natalya that his aunt's grandmother gave those meadows to her father's grandfather for free use. Now, because the peasants had used the land for forty years, they started thinking it and their own. But Natalya refuses to believe it and insists that they belonged to her family.

This quarrel is even joined by Chubukov, Natalya's father. However, instead of resolving the issue he gets into an argument with Lomov. They even started abusing each other and after some time, Lomov leaves their house. All of these show that they do not share a cordial relations with each other and fight over small issues.

Self Assessment

Extract Based Questions

Read the following extracts carefully and choose the correct option.

1 **Lomov** Never mind about my people! The Lomovs have all been honourable people, and not one has ever been tried for embezzlement, like your grandfather!

Chubukov You Lomovs have had lunacy in your family, all of you!

Natalya All, all, all!

Chubukov Your grandfather was a drunkard, and your younger aunt, Nastasya Mihailovna, ran away with an architect, and so on...

Lomov And your mother was hump-backed. [Clutches at his heart] Something pulling in my side... My head.... Help! Water!

Chubukov Your father was a guzzling gambler!

(i) Choose the option that correctly identifies the tone of the characters in the given extract.

1. antagonism 2. humour 3. contempt 4. irony

(a) (1) and (2) (b) (2) and (4) (c) (1) and (3) (d) (3) and (4)

(ii) What is the playwright's intention in the given extract?

(a) To throw light upon the weaknesses of the rich in any society.

(b) To emphasise that family history is important in a marriage proposal.

(c) To satirise the superficiality of the upper class in Russian society.

(d) To send a message that ego is not healthy in any relationship.

(iii) If according to Chubukov and Natalya, Lomovs are not "honourable people", why do they still consider Lomov's proposal?

(a) Natalya can take care of her father if she marries close by.

(b) They were exaggerating in the argument and didn't mean it.

(c) They understand that honour is superficial and overrated.

(d) Lomov's status in society supersedes everything.

(iv) Imagine you found the playwright's notes for each scene in the play and noticed that some of the words were missing.

Choose the option that fills the missing words most appropriately.

A conversation that starts pleasantly quickly turns into a (i) .... argument. With (ii) .... of Oxen Meadows at the heart of the matter, Lomov and Natalya quarrel and are later joined by Chubukov. Thus, it begins a (iii) .... of insults, accusations and name-calling. All (iv) .... disappears. Eventually, Lomov leaves clutching at his heart, his foot numb.

(a) (i) petty ; (ii) history ; (iii) series; (iv) politeness

(b) (i) vicious ; (ii) ownership ; (iii) circus ; (iv) civility

(c) (i) curious ; (ii) land ; (iii) outpouring ; (iv) laughter

(d) (i) ugly ; (ii) neighbourhood ; (iii) barrage; (iv) goodness

(v) Which of the following options comes closest to the meaning of 'tried' as used in the extract?

(a) She mastered the game through a process of **trial** and error.

(b) He followed the **trial** closely and was seen in court every day.

(c) This had been a **tried** and tested formula for the organisation.

(d) They **tried** with all their might to repeat their earlier successes.

2 **Chubukov** What a weight off my shoulders, ouf!

Natalya But, still you will admit now that Guess is worse than Squeezer.

Lomov Better!

Natalya Worse!

Chubukov Well, that's a way to start your family bliss! Have some champagne!

Lomov He's better!

Natalya Worse! Worse! Worse!

Chubukov [trying to shout her down] Champagne! Champagne!

(i) Which of the following titles of Shakespeare's plays might best apply to the relationship of Lomov and Natalya's relationship?

(a) The Taming of the Shrew
(b) Romeo and Juliet
(c) As You Like It
(d) Two Gentlemen of Verona

(ii) Choose the option that characterises Chubukov's mood based on the given extract?

(a) Cautious and celebratory
(b) Relieved and jubilant
(c) Merry, yet thoughtful
(d) Grateful, yet hurt

(iii) Based on the extract, Lomov and Natalya's closing lines can best be seen as

(a) a humorous and ironic take on typical marriage vows.
(b) a reflection of their affections for Guess and Squeezer.
(c) a sign of the prospective instability in their marital bliss.
(d) the writer's statement that disagreement is part of marriage.

(iv) Choose the option that correctly uses the idioms to the fill in the blanks of the paragraph below.

In a team, it is important to (i) .... Otherwise, you would become (ii) ...., and incur the displeasure of the others. When that happens, you might feel (iii) .... However, for the others, not having to carry you along would be a (iv) ....

(a) (i) pull your weight; (ii) dead weight; (iii) the weight of the world on your shoulders; (iv) weight off the shoulders.
(b) (i) weight yourself; (ii) the weight of the world on your shoulder; (iii) like dead weight; (iv) weight off their shoulders
(c) (i) throw weight around; (ii) worth your weight in gold; (iii) weight off your shoulders; (iv) dead weight
(d) (i) lend weight to someone; (ii) heavy weight; (iii) like pulling your weight; (iv) weight off their shoulders

(v) The liberal use of exclamatory marks in the given extract indicate that the characters are expressing

(a) apologies in a solemn and heartfelt tone.
(b) good counsel and advice in a serious matter.
(c) reconciliation on matters leading to argument.
(d) strong feelings with a raised voice.

SELF ASSESSMENT

Short Answer (SA) Type Questions

3 What is the play 'The Proposal' about?
4 What opinion did Chubukov have about Lomov?
5 What did Chubukov think when Lomov first visited him?
6 What did Lomov tell about the relation of the Lomovs and Chubukovs in the past?
7 Why were Natalya and Lomov arguing over the Oxen Meadows?
8 What opinion do you form of Natalya after reading 'The proposal'?
9 Justify the title 'The proposal'.
10 How does Lomov and Natalya justify that their dogs are the best?

Long Answer (LA) Type Question

11 Do you think that forgiveness is better than arguing? Give reasons supporting your answer.
12 "The way Chubukov, Natalya and Lomov fought over petty issuess is against the behaviour and mannerisms of neighbours." Comment. What would you have done to resolve the issue if you were in place of Chubukov?

CHAPTER

01

POETRY

Dust of Snow

by Robert Frost

Central Idea of the Poem

This poem expresses the significance of small things in changing one's mood. Through this poem, we get a message that we should hope for the best even in the worst of situations. We must also remember that nature and its objects have the ability to make one happy and come out of hopelessness.

Explanation of the Poem

Stanza 1

The way a crow
Shook down on me
The dust of snow
From a hemlock tree

Word Meanings

Explanation In this stanza, the poet remembers a small incident that changed his mood. Once, the poet was in a depressed mood and was hopeless. He was standing (It is not clear whether the poet was standing or passing (the tree) under a hemlock tree. Suddenly, a crow sitting on the tree, shook it and some powdery snow from the tree fell on the poet.

Stanza 2

Has given my heart
A change of mood
And saved some part
Of a day I had rued

Word Meanings

Explanation The powdery snow which fell on the poet changed his mood to happiness. Earlier, he was depressed and sad. Till now the poet had spent a part of his day in sadness, but now he starts feeling refreshed. This incident saved some part of the poet's day which he would have spent in regret.

Poetic Devices Used in the Poem

- ***Rhyme scheme*** abab
- ***Symbolism*** Hemlock tree and crow are symbols that are generally associated with negative emotions and aspects. But the poet uses these symbols to bring about a positive change in him.
- **Alliteration** is the repetition of same constant sound in the nearby words.
- Has given my Heart
- And saved some part

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Thinking about the Poem *(Page 14)*

1 What is a 'dust of snow'? What does the poet say has changed his mood? How has the poet's mood changed?

Ans. The 'dust of snow' means the fine particles of snow.

The sudden shower in the form of the dust of snow changed the poet's mood.

The poet's mood changed from the state of sadness to happiness. He felt refreshed and wanted to enjoy the rest of the day.

2 How does Frost present nature in this poem? The following questions may help you to think of an answer.

(i) What are the birds that are usually named in poems? Do you think crow is often mentioned in poems? What images come to your mind when you think of a crow?

(ii) Again, what is 'a hemlock tree'? Why doesn't the poet write about more 'beautiful' tree such as a maple, or an oak, or a pine?

(iii) What do the 'crow' and 'hemlock' represent—joy or sorrow? What does the dust of snow that the crow shakes off a hemlock tree stand for?

Ans. Frost is often called the poet of nature. Unlike Wordsworth, he does not glorify nature but takes on an objective view. He describes the positive and negative aspects of nature. In the poem 'Dust of Snow' Frost presents a positive view of nature. His depressed and sad mood is changed in a happy one when a simple event happened with him. A crow shook down the dust of snow on him and changed his mood.

(i) Generally, poets take the birds which are known for their beauty and good qualities, like peacock, swan, cuckoo, mynah, etc. But, here Frost has taken a totally different approach as he chose a crow. Crow is not often used in poems. Crow is black in colour and has a very harsh voice. It is believed to be a symbol of bad omen.

Thinking of a crow brings very depressing and sorrowful pictures to our mind.

(ii) A hemlock tree is a poisonous plant with small white flowers.

The poet, Robert Frost, didn't choose to use an oak, maple or pine tree and instead, chose the hemlock tree so that he could present his depressed mood and feelings.

(iii) The crow and hemlock tree represent sorrow and depression felt by the poet in this materialistic world.

The dust of snow is the symbol of natural joy and energy. The dust of snow that the crow shakes off from a hemlock tree is a sign of nature's blessing. It means that the poet is passing through the sad and depressing moments and is entering the time full of joy and optimism.

3 Have there been times when you felt depressed and hopeless? Have you experienced a similar moment that changed your mood that day?

Ans. Yes, there have been number of times when I felt depressed and hopeless. Sometimes such moments were a result of my own action and sometimes they were aroused by other people's behaviour and attitude.

Yes, I have experienced a similar moment that changed my mood. One day, I was very upset so I went out for a walk. I saw a small boy with one leg sitting in the park and enjoying with his friends. This sight and the joy that the boy was sharing with his friends changed my mood and I felt very happy for the rest of the day. I also joined him and enjoyed the company.

Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and choose the correct option.

1 The way a crow
Shook down on me
The dust of snow
From a hemlock tree

(i) Who shook down the Hemlock tree?
(a) Cukoo (b) Crow
(c) Mynah (d) Parrot

(ii) Which tree did the crow snake?
(a) Banyan (b) Mango
(c) Oak (d) Hemlock

(iii) What fell on the poet?
(a) Dust of tree (b) Dust of snow
(c) Dust of rain (d) Dust of crow

(iv) Earlier the poet was in a .... mood.
(a) happy (b) pleasant
(c) gloomy (d) good

(v) What is the rhyming scheme of the poem?
(a) bbba (b) abab (c) aabb (d) abba

Ans. (i) (b) Crow (ii) (d) Hemlock
(iii) (b) Dust of snow (iv) (c) gloomy
(v) (b) abab

2 Has given my heart
A change of mood
And saved some part
Of a day I had rued.

(i) What was the poet's mood?
(a) Happy (b) Sorrowful
(c) Celebratory (d) Nostalgic

(ii) What was the effect of the fall of the dust of snow on the poet?
(a) It changed his mood (b) Changed his luck
(c) Changed his car (d) Changed his job

(iii) Under which tree was the poet standing?
(a) Neem (b) Mango (c) Hemlock (d) Banyan

(iv) What was saved for the poet?
(a) His whole day (b) A few days
(c) Some part of the day (d) The whole week

(v) Which word is the synonym of 'feel remorse' or 'regret' as used in the stanza?
(a) Change (b) Rued (c) Mood (d) Saved

Ans. (i) (b) Sorrowful (ii) (a) It changed his mood
(iii) (c) Hemlock (iv) (c) Some part of the day
(v) (b) Rued

Short Answer (SA) Type Questions

[2/3 Marks each]

1 What does the poet Robert Frost want to convey through the poem 'Dust of Snow'?

Ans. Through the poem 'Dust of Snow' Robert Frost wants to convey a message that even little things can bring huge changes in our lives. An ordinary event also holds a capacity to bring about a major change in our mood. Also, joys and sorrow always go hand in hand and we must never lose hope. In addition, the poet through the poem highlights the healing nature of the natural world.

2 How has the poet observed 'nature' in the poem 'Dust of Snow'? **CBSE 2011**

Ans. The poet observed that nature has a healing power. Robert Frost is a nature lover. The crow and the hemlock tree are associated with bad omens or death and fear. But, Frost has presented them very beautifully. They bring cheer to him and are a source of joy. Through his poem, he conveys that everything around us in nature is beautiful.

3 "And saved some part of a day, I had rued." Explain.

Ans. The poet was feeling depressed and hopeless. So, he was not in a good mood. He was passing by a hemlock tree when suddenly a crow shook dust of snow on him. This small and simple incident changed his mood. He realised that if he had not gone through such an incident, he would have regretted on spending his whole day in sad and depressed mood.

4 What difference do you find between Robert Frost and other nature poets?

Ans. All other nature poets are known for describing the well-known beautiful things. They have described the nightingale, the cuckoo, the snow-covered mountains etc. But, Robert Frost has described a crow and a hemlock tree. In addition, poets make selection from natural things, but Frost feels that every object in nature is beautiful. Such a unique thought makes him different from other poets.

5 **The poem 'Dust of Snow' shows that human judgement can be misleading. How?**

Ans. Robert Frost's poem 'Dust of Snow' shows how human judgement of certain issues can be misleading. There are certain objects, things that people associate with negativity. People overlook these objects when in search of happiness and positivity.

The poet tries to alter this mindset through this poem by showing how a crow, sitting on a hemlock tree (both negative) shook dust of snow on him which instantly changed his mood.

Long Answer (LA) Type Questions

[5 Marks each]

1 **What are possible themes of this poem? Cite evidence from the text to support your answer.**

Ans. The poem 'Dust of Snow' revolves around themes of hope, healing and a positive attitude. Through the poem, the poet highlights that one should never lose hope. The poet happily and quickly decides that some part of his day is saved because of the dust of snow that falls on him. He no longer thinks that his day is wasted and instead has a hope that his day can be saved.

Further, the poem highlights the natures healing quality. He was depressed and sad because of something that had happened with him. But nature made him happy and joyful. In addition, the poem also revolves around positive perspective. Firstly, the poets perspective changes with a small event. Because of his sad mood everything around him might be seen by him through a negative perspective, but it changes with the dust of snow. Secondly, the poet suggests that we can think either positively or negatively about an event or thing depending on our perspective. The images of crow and hemlock tree are negative images but the poet uses them positively to justify the theme of the poem.

2 **Nature has the power to lift our mood even when we are highly despondent. Comment on the basis of your understanding of the poem 'Dust of Snow'.**

Ans. The poem 'Dust of Snow' by Robert Frost is a poem which enlightens us on how small things of nature can refresh us and cheer us for the rest of the day. Frost has beautifully depicted a crow and a hemlock tree, which are associated with bad-omen and fear. But they have been used by the poet Frost to uplift his mood and make him feel positive. Frost's writing skill as a poet lies in the fact that he is able to effectively convey to us how such a thing as the falling of dust of snow from the top of tree can have a refreshing effect on the mind of man.

So every aspect of nature be it a crow or a hemlock tree can be a source of positivity and can be helpful in lifting a depressed mind. In other words, everything in the world is beautiful. Nature and its creations have the power to uplift our mood even when we are in depressed state of mind. A small incident of dust of snow falling, by the action of a crow (who is considered a bad omen) takes away the sadness from the poet's mind and refreshes him for the rest of the day.

3 **Small things in life make significant changes in our life. Elaborate with reference to the poem 'Dust of Snow'.** **CBSE 2014**

Ans. It is truly said that little things in life can make huge changes in our life. Even the small incidents can have a huge impact in our lives. The poem 'Dust of Snow' beautifully states this fact. In the poem, the poet's mood is transformed because of a small event. While he was passing by the hemlock tree, the dust of snow falls on him. Such an insignificant event changes his sad and depressed mood into a joyous one.

Just like the simple movement of the crow, the simple things that we do for others can make all the difference. Our random acts of kindness can brighten a person's day and sometimes change their future. Just like the poet, who had wasted some part of day in his sorrows, is enlightened by the event, we can also make our as well as others life happier. Noticing and appreciating the things of less importance can cause us to have a spirit that is willing to change and therefore succeed.

4 **Comment on use of symbols in this poem. What is the purpose to use those symbols?**

Ans. In the poem 'Dust of Snow', the poet has introduced three symbols i.e. the hemlock tree, the crow and the dust of snow. Hemlock is a tree that contains poison so the hemlock tree is a symbol of death. Second, the crow is considered to be the ugliest bird and is associated with bad omen. Another symbol dust of snow indicates natural joy and energy.

The poet uses two negative symbols to represent the negative aspect of mind. The falling of snow by the crow certainly improves his mood. Perhaps the poet is saying that even something that we generally associate with negativity can have a positive impact. So we can say that Frost's use of symbols is very profound and meaningful.

Self Assessment

Extract Based Question

Read the following extract carefully and choose the correct option.

1 The way a crow
Shook down on me
The dust of snow
From a hemlock tree

(i) The Hemlock here symbolises.
- (a) happiness
- (b) sorrow
- (c) excitement
- (d) good omen

(ii) Name the poet of this poem 'Dust of Snow'.
- (a) Leslie Norris
- (b) Sarojini Naidu
- (c) Robert Frost
- (d) Carolyn Wells

(iii) What does the poem signify?
- (a) One should remain happy
- (b) Simple actions can have great importance
- (c) No creature is insignificant
- (d) No hard rule for happiness

(iv) A Hemlock tree contains.
- (a) beautiful flowers
- (b) thick foliage
- (c) poisonous seeds
- (d) thick branches

(v) Why does the poet call it 'dust of snow'?
- (a) The Snow particles were very tiny
- (b) They came over him like dust
- (c) They felt like dust
- (d) They looked like dust

Short Answer (SA) Type Questions

2 Did the snow change the speaker's mood for better or for worse? Support your answer with examples from the poem.

3 How was the poets mood changed?

Long Answer (LA) Type Question

4 Do you think that judging other people with a prejudiced eye makes us impervious to any goodness in them? Discuss in context of 'crow and hemlock tree' in this poem.

CHAPTER

02

Fire and Ice

by Robert Frost

Central Idea of the Poem

The poem 'Fire And Ice' by Robert Frost expresses the idea that the world would end in either of two ways, either by ice or by fire.

Fire here symbolises the intensity of human desires, cruelty, greed etc. Ice symbolises indifference in human relationships, hatred for others etc. The poet has the view that both fire and ice are equally competent in bringing the world to a complete end.

Explanation of the Poem

Stanza 1

Some say the world will end in fire
Some say in ice.
From what I've tasted of desire
I hold with those who favour fire.

Word Meanings

Explanation In these lines, the poet analyses the views of the people and states that there can be two possible causes'for the end of the world.

On one side there are people who believe that the world will end because of fire. Here, fire represents the extreme desire, anger, greed etc present wither of human beings.

On the other side, there are people who favour ice. Here, ice represents the human emotions of hatred, intolerence etc. The poet from his experience believes that the world will end with fire. Thus, the poet remain with those people who favour fire.

Stanza 2

But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.

Word Meanings

Explanation In these lines, the poet thinks that if the world had to end twice, ice would also be able to destroy it completely. For the poet Ice (hatred) is as powerful as fire (desire). In human beings, hatred is long-lasting and it enters into their hearts. It remains through the life. Thus, poet thinks that ice or hatred will be sufficient to bring an end of this world.

Poetic Devices Used in the Poem

Alliteration Repetition of initial consonant sounds in the same line.

- Some say the world will end in fire
  Some say in ice.
- I hold with those who favour fire

Paradox A true statement but which seems untrue.

- But if it had to perish twice.

Symbolism

- Fire-a symbol for desire
- Ice-a symbol for hate

Imagery A figure of speech where an object, person or situation has another meaning other than its literal meaning.

- Fire and ice carry deep connotations.
- Fire elicits the feeling of heat and light, but also burning and pain.
- Ice elicits the feeling of coldness, but also indifference and intolerance.

Rhyme Scheme

abaabcbcb

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Thinking about the Poem (Page 15)

1 There are many ideas about how the world will 'end'. Do you think the world will end some day? Have you ever thought what would happen if the Sun gets so hot that it 'bursts' or grows colder and colder?

Ans. There are definitely many ideas about how the world will 'end'. I do believe that the world will end some day as anything that has a beginning will have an end. This stands true for the world also.

If the Sun got so hot that it burst, the whole of the Earth would be destroyed immediately. No part of the Earth would be able to bear the heat of that intensity. But even if the sun grew cold, everything will come to an end as without sunlight, life will end. Too cold would effect the life of all creatures on this planet. Thus, bringing an end to it.

2 For Frost, what do 'fire' and 'ice' stand for? Here are some ideas

greed
conflict
insensitivity
avarice
fury
coldness
cruelty
intolerance
indifference
lust
rigidity
hatred

Ans. 'Fire' stands for cruelty, greed, avarice, lust, conflict and fury.

'Ice' stands for intolerance, rigidity, insensitivity, coldness, indifference and hatred.

3 What is the rhyme scheme of the poem? How does it help in bringing out the contrasting ideas in the poem?

Ans. The rhyme scheme of the poem is a b a a b c b c b.

This rhyme scheme helps in bringing out the contrasting ideas of 'fire' and 'ice' presented in the poem.

The poet mentions that both fire and ice can bring this world to an end. He talks about how fire represents desire and can be the reason to destruction.

Frost also mentions ice in between to symbolise that the coldness and indifference towards one another will be enough to end the world.

Exam Practice

Extract Based Questions [5 Marks each]

Read the following extracts carefully and choose the correct option.

1 Some say the world will end in fire
Some say in ice.
From what I've tasted of desire
I hold with those who favour fire.

(i) What can be the cause of world's destruction as per these lines?
(a) Fire (b) Ice
(c) Both (a) and (b) (d) None of these

(ii) According to the poet fire refers to
(a) violent desires (b) passions
(c) jealousy (d) All of these

(iii) What does ice symbolise?
(a) Indifference (b) Love
(c) Sympathy (d) Passions

(iv) What message does the poet want to convey through this poem?
(a) Everything is transitory
(b) Life is unpredictable
(c) Death is inevitable
(d) Both (a) and (c)

(v) The poetic device used in the lines is
(a) Imagery (b) Anaphora
(c) Metaphor (d) Oxymoron

Ans. (i) (c) Both (a) and (b) (ii) (d) All of these
(iii) (a) Indifference (iv) (d) Both (a) and (c)
(v) (b) Anaphora

2 But if it had to perish twice
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.

(i) What does 'It' here refer to?
(a) Fire (b) Ice (c) Earth (d) World

(ii) What would be a better option to end the earth?
(a) Fire (b) Ice
(c) Both (a) and (b) (d) None of these

(iii) The word 'perish' means.
(a) decay (b) loose one's life
(c) appear (d) improve

(iv) Here the rhyming scheme used by the poet is
(a) ab ab (b) abc ab (c) ababa (d) aabb

(v) What does the poet want to convey through this poem?
(a) We should not be greedy
(b) All humans should check their desires and hatred
(c) restrain our desires and love fellow beings
(d) Both (a) and (c)

Ans. (i) (d) World (ii) (c) Both (a) and (b)
(iii) (a) decay (iv) (c) ababa
(v) (d) Both (a) and (c)

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Short Answer (SA) Type Questions [2/3 Marks each]

1 How has Frost brought out the contrasting ideas in the poem?

Ans. The poet has contrasted fire with ice. Fire is symbolic of man's desires, greed and lust. When a man wants to go after his desires caring about nothing else, world can be destroyed by this fire of desires. On the other hand ice is symbolic of man's indifference and hatred or insensitivity.

These feelings also give rise to conflicts and stop us from being kind to others.

2 Write down the two different views about the end of the world. **CBSE 2012**

Ans. There are two different views about the end of the world. Some people believe that the world will end with fire. Fire here represents one's passions and desires. In contrast to fire, some people believe that ice can also be a great cause for the end of the world. Ice here represents hatred and insensitivity.

3 How does Robert Frost caution the common man?

Ans. Robert Frost cautions the common man and says that he should not forget the bitter reality that everything in this world is transitory and death is inevitable (can not be stopped). So man should avoid being too desirous or too indifferent.

4 **Why does the poet side with those who favour fire?**

Ans. The poet takes side with those who believe that the world will be destroyed by fire. Frost connects fire with desire. According to the poet, desire is powerful and can bring a quick end. He states that he has had personal experience with desire which leads him to conclude that the world will end because of fire.

5 **Write the message that of the poem 'Fire and Ice' gives.**

Ans. The message that the poet is trying to give is that nothing in this world is eternal. The poet first concludes that the world must end in fire because of his personal experience with desire and passion which are the emotions of fire.

But at the same time, ice or hatred can also bring total destruction of this world. We should thus, not forget this supreme reality and keep ourselves above all selfish matters.

6 **Briefly write about the ideas about how the world will end.** **CBSE 2016**

Ans. The world will end as a direct result of either fire or ice. Some scientists believed that the world would be incinerated (destroyed) from its fiery core, while others were convinced that the coming ice age would destroy all living things on the Earth's surface.

Frost introduces a more emotional side, associating desire with fire and hatred with ice.

7 **To say that for destruction ice is also great for the poet, what does 'ice' stand for? How is it sufficient to bring destruction?** **CBSE 2014**

Ans. Ice symbolises hatred and indifference.

While desire consumes, hatred can linger (stay) in one's mind and heart for a long time leads to fury and cruelty. One becomes hard hearted and insensitive to the feelings of others. This insensiterity and hatred, slowly and gradually leads to the destruction of the world.

8 **'But if it had to perish twice'. How will the world perish twice?**

Ans. According to the poet, the world would definitely come to an end due to fire. But, he states that if the world could end two times, then ice would also be a great cause. Ice is symbolic of hatred. The poet feels that there is enough hatred in the world that is sufficient to destroy the world.

9 **Which age old question does the poem revolves around?** **CBSE 2013**

Ans. The poem revolves around the age old question of whether the world will end in fire or in ice. This is similar to another age old question, whether it would be preferable to freeze to death or burn to death. The poet determines that either option would achieve its purpose sufficiently well.

Long Answer (LA) Type Questions

[5 Marks each]

1 **Discuss how extreme behaviour can hasten the end of the world with respect to 'Fire and Ice'.** **CBSE 2013**

Ans. In the poem, 'Fire and Ice' the poet highlights that extreme behaviours can lead to the end of the world. The poet points out the two different views regarding the end of the world and associates the extreme behaviours to it.

The first view is fire which symbolises deep emotions of desire, passion, etc. Desire according to the poet can become so intense that it can make people lose their calmness. Fire of desires if left uncontrolled can lead to the destruction of humanity as well as the world. The other view is ice which represents hatred, differentiation and insensitivity. Hatred, rigidity and icy reasoning give rise to contempt. It can end all positive human emotions such as human warmth, love, sympathy, kindness and consideration for others. This type of behaviour will only bring death to this world.

2 **The poem 'Fire and Ice', carries with it very deep thematic ideas. Elaborate on these darkest traits of humanity.**

Ans. Frost presents the two of the darkest traits of humanity i.e. the capacity to hate and the capacity to be consumed by lust or desire. Of the two, he attributes the greater of the two evils is desire.

In giving desire the first position in regard to the destruction of the world, Frost is providing a powerful statement on the subject of greed and jealousy, saying that above all else, desire is the trait of humanity that is most likely to lead to its demise. Desire represents the greatest problem that attributes to the cause of the war.

Frost then attributes hatred with the same capacity to do harm. However, he lessens the importance of hatred but still presents it as having the ability to lead to the destruction of the world if it were to happen for a second time.

3 **The poet presents two reasons which will lead to the destruction of the humanity. Elaborate**

Ans. The poet provides and deals with two possible causes for the end of the world. He points more towards the emotional and sentimental side of the issue. As for him, fire denotes deep passion and burning desire, while ice is highlighted for hatred. He favours both the arguments and says that either the deep burning passion or the cold hatred and jealousy factor will lead to the path of destruction. The poet is sure of this destruction of humanity.

He first talks about the destruction because of fire and in case this fails, then ice will end the world. The love that people have for one another will turn into hatred. In the race of climbing up and be better than one another, people will hate each other.

These negative emotions will become so strong that it will cross all the love and lead to the destruction of humanity.

4 **How will the world end? Support your answer with scientific explanation.** **CBSE 201**

Ans. According to the scientists, the two reasons for the destruction of the world will be either fiery fire or the ice age. Some scientists believed that the world would be incinerated (destroyed) from its fiery core, while others were convinced that a coming ice age would destroy all living things on the earth's surface.

In other words, either the deep heat or fire under the earth beds will lead to natural calamities like volcano eruptions, earthquakes and tsunamis which will one day end the world, or the melting of ice from the snowy mountains due to global warming will shrink the world. As a result, one day the entire world will die of the icy water.

Frost, thus, tries to warn people against the two greatest problems being faced by humanity and the consequences of human vices with an increased effectiveness.

Self Assessment

Extract Based Question

Read the following extract carefully and choose the correct option.

1 But if it had to perish twice, I think I know enough of hate
To say that for destruction ice Is also great
And would suffice.

(i) How can 'Ice' bring an end to the world?
  (a) Ice symbolises hatred
  (b) Hatred can cause wars
  (c) Wars can bring total destruction
  (d) All of the above

(ii) What will be the antonym of the world 'suffice'?
  (a) Sufficient (b) Educidate
  (c) Restrain (d) Content

(iii) What is the poet's world view here?
  (a) Pessimistic (b) Optimistic
  (c) Realistic (d) Indifferent

(iv) Which figure of speech is used in the line 'But if it had to perish twice'.
  (a) Metaphor (b) Alliteration
  (c) Paradox (d) Similie

(v) What is the rhyming scheme of the given stanza?
  (a) ababa (b) abbab
  (c) abcbc (d) ababc

Short Answer (SA) Type Questions

2 How would you describe the speaker's worldview? Is it pessimistic, realistic or just indifferent?

3 Do you think the extremes of fire and ice could exist in a person at the same time?

Long Answer (LA) Type Question

4 We've got a pretty good handle on what it means to 'taste' desire, but what do you think it means to 'know enough of hate'? Are there many kinds of hatred that can together destroy the world. Justify your answer.

CHAPTER

03

A Tiger in the Zoo

by Leslie Norris

Central Idea of the Poem

In this poem 'A Tiger in the Zoo', the poet tries to depict the poor condition of a caged tiger. He contrasts and compares the life of a caged tiger with a tiger living in his natural habitat i.e. a jungle. Through the poem, the poet tries to convey that wild animals should be allowed to live freely in their natural habitat. Freedom is loved by all living beings not just human beings.

Explanation of the Poem

Stanza 1

He stalks in his vivid stripes
The few steps of his cage,
On pads of velvet quiet,
In his quiet rage.

Word Meanings

Stalks – stride, to move quietly and slowly in a threatening way; **Vivid** – bright and clear; **Pads** – the soft part under the foot of the tiger; **Rage** – anger

Explanation In these lines, the poet is describing a tiger in a cage. The tiger with bright and clear stripes moves inside the cage. The cage is very small so the tiger can hardly take a few steps along its length. His pads are soft like velvet so no one can hear the sound of his footsteps. Inspite of being the most powerful creature, he is imprisoned inside a cage. This situation has made the tiger angry. But he is keeping quiet as he knows that he is helpless in the situation.

Stanza 2

He should be lurking in shadow,
Sliding through long grass
Near the water hole
Where plump deer pass.

Word Meanings

Lurking – hiding; **Sliding** – moving, walking with ease; **Plump** – fat

Explanation In these lines, the poet is filled with sorrow for the caged tiger. He feels that a tiger should be free in his natural habitat. He should be hiding in the shadows and quietly moving through the long grass near the water hole. He should be waiting for a fat and healthy deer to pass, in the hope of getting a heavy meal. The poet wants to convey that the actual life of a tiger is in a jungle and not in a cage.

Stanza 3

He should be snarling around houses
At the jungle's edge,
Baring his white fangs, his claws,
Terrorising the village!

Word Meanings

Snarling – growling or roaring; **Baring** – showing; **Fangs** – two long sharp teeth at the front of the mouths of some animals; **Claws** – Paw; nails; **Terrorising** – frightening or threatening

Explanation In these lines, the poet explains what a tiger in his natural habitat should be doing.

According to him, a free tiger should be roaring around the houses located at the jungle's edge. He should be showing his sharp white teeth and his claws to terrorise the villagers.

Stanza 4

But he's locked in a concrete cell,
His strength behind bars,
Stalking the length of his cage,
Ignoring visitors.

Word Meanings

Concrete cell – a very small and unpleasant cage made of cement and stone; **Stalking** – moving slowly and quietly in a threatening way

Explanation In these lines, the poet's focus returns back to the angry tiger in the cage. The poet explains that unlike the tiger in the jungle, this tiger is not free. He is locked in the concrete cell. His strength and power is of no use, behind the bars of the cage. He is moving in his cage ignoring the visitors who are continuously visiting to have a look at him.

Stanza 5

He hears the last voice at night,
The patrolling cars,
And stares with his brilliant eyes
At the brilliant stars.

Word Meanings

Patrolling – to go around an area at regular times to check that it is safe; **Brilliant** – very bright

Explanation In these lines, the poet says that even at night the tiger is disturbed. He hears the last sound of the patrolling cars of the zoo officials. The tiger stares at the brilliant stars shining brightly in the sky with his brilliant eyes which hopes for freedom.

Poetic Devices Used in the Poem

Repetition Repetition of words/phrases in the same line.

- velvet quiet, quiet rage
- brilliant eyes, brilliant stars

Alliteration Repetition of initial consonant sounds in the same line.

- He stalks in his vivid stripes
- But he's locked in a concrete cell

Personification Attributing human qualities to non-human things.

- Tiger is referred as 'he'

Metaphor Comparison of two ideas without using 'like' and as.'

- Pads of velvet

Rhyme

The rhyme scheme for first, second and fifth stanza is abcb and for third and fourth stanza is abcd.

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Thinking about the Poem *(Page 30)*

1 Read the poem again and work in pairs or groups to do the following tasks.

(i) Find the words that describe the movements and actions of the tiger in the cage and in the wild. Arrange them in two columns.

(ii) Find the words that describe the two places and arrange them in two columns.

Now try to share ideas about how the poet uses words and images to contrast the two situations.

Ans. (i)

In the Cage	*In the Wild*
• Stalks • Few steps of his cage Quiet rage • Locked in concrete cell • Stalking the length of his cage ignoring visitors • He hears the last voice • Stares at the brilliant stars	• Lurking in shadow • Sliding through long grass • Snarling around houses • Baring his white fangs his claws • Terrorising the villagers

(ii)

Cage	*Wild*
• Few steps of his cage • Locked • Concrete cell • Behind bars • Visitors • Patrolling cars	• Shadow • Long grass • Water hole • Plump deer • Houses at jungle's edge • Village

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2 Notice the use of a word repeated in lines such as these

(i) On pads of velvet quiet, In his quiet rage.

(ii) And stares with his brilliant eyes At the brilliant stars.

What do you think is the effect of this repetition?

Ans. This repetition is a poetic device used by the poet in order to increase the intensity of the tiger's rage and his helpless silence. 'Velvet quiet' refers to the quiet velvet pads of the tiger, which cannot run. They can only walk around the limited space in the cage. The use of 'quiet rage' symbolises the anger and ferocity that is building up inside the tiger as it wants freedom, but the rage is quiet because he is locked in the cage and is helpless. The repetition of 'quiet' has, thus, brought immense beauty to the poem. Similarly, the use of 'brilliant' for the tiger's eyes as well as the stars also brings out the magnificence of these lines. The tiger stares at the brilliant stars with his brilliant eyes dreaming about how beautiful his life could have been in the forest. The repetition thus, gives a wonderful effect to the poem.

3 Read the following two poems one about a tiger and the other about a panther. Then discuss:

Are zoos necessary for the protection or conservation of some species of animals?

Are they useful for educating the public?

Are there alternatives to zoos?

The Tiger

The tiger behind the bars of his cage growls,
The tiger behind the bars of his cage snarls,
The tiger behind the bars of his cage roars,
Then he thinks.
It would be nice not to be behind bars all
The time
Because they spoil my view
I wish I were wild, not on show.
But if I were wild, hunters might shoot me,
But if I were wild, food might poison me,
But if I were wild, water might drown me.
Then he stops thinking
And...
The tiger behind the bars of his cage growls,
The tiger behind the bars of his cage snarls,
The tiger behind the bars of his cage roars.

Peter Niblett

The Panther

His vision, from the constantly passing bars,
has grown so weary that it cannot hold
anything else. It seems to him there are
a thousand bars and behind the bars, no world.
As he paces in cramped circles, over and over,
the movement of his powerful soft strides
is like a ritual dance around a centre
in which a mighty will stands paralysed.
Only at times, the curtain of the pupils
lifts, quietly. An image enters in,
rushes down through the tensed, arrested muscles,
plunges into the heart and is gone. ***Rainer Maria Rilke***

Ans. Several species of wildlife are on the verge of extinction. There is a need to protect and conserve these species which include tigers, lions, etc. Many animals are hunted and poached while they are in the forest.

Zoos are artificial habitats that can also develop into good scientific research centres. However, zoos are not the perfect substitute for forests since animals are confined in small cages. As a result their freedom to move around is restricted.

Yes, there are human alternative to zoos which are wild life sanctuaries, national parks or bio-reserves where animals live in an open but protected environment. They are able to roam around freely yet, they are protected here from hunters and poachers.

Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and answer the questions that follow

1 He stalks in his vivid stripes,
The few steps of his cage,
On pads of velvet quiet,
In his quiet rage.

(i) What has been personified in the given lines?
(a) Tiger (b) Leopard
(c) Lion (d) Hyena

(ii) Where is the tiger at present?
(a) In the forest (b) In a circus
(c) In a cage (d) In a room

(iii) Mention any one quality of the animal under reference.
(a) Quiet
(b) Desperate
(c) Vivid stripes of his body
(d) Roaring

(iv) Which word in the stanza may also mean graphic or picturesque
(a) Strips (b) Velvet
(c) Quiet (d) Vivid

(v) Why is the tiger in 'quite rage'?
(a) Movement restricted (b) Freedom curtailed
(c) Not fed properly (d) Both (a) and (b)

Ans. (i) (a) Tiger (ii) (a) In the forest
(iii) (c) Vivid stripes of his body (iv) (d) Vivid
(v) (d) Both (a) and (b)

2 He should be lurking in shadow,
Sliding through long grass
Near the water hole
Where plump deer pass.

(i) According to the extract, the poet wishes for the tiger to be 'sliding' through the foliage as this would
(a) assist in keeping the prey unsuspecting of the predator's sound.
(b) aid in camouflaging the presence of the predator before it rushes in.
(c) help the predator pounce on the prey comfortably without getting tired.
(d) support the predator's vision as it eyes its prey.

(ii) Which fact DOES NOT connect with the significance of the water hole for the tiger?
(a) Many tigers chase prey into the water and holds the victim's head under water until it drowns.
(b) Prey feed in the water on water-lilies and often wander into the middle of the water hole, where they are vulnerable and easy for the tiger to kill.
(c) Prey that has quenched its thirst ensures consumption of hydrated meat for the tiger.
(d) Chasing the panicked prey from shallow to deep water where the tiger grabs it.

(iii) Pick the option that DOES NOT use 'lurking' correctly to fill in the blank.
(a) The thug was .... in the alley late evening, for unsuspecting passers-by.
(b) The hyena was .... in its den after a good meal.
(c) The detective cautioned her team about the .... dangers likely to impact the case.
(d) The prejudices .... beneath the surface create misunderstandings.

(iv) 'Shadow' here, refers to the shadow of
(a) the tiger (b) long grass
(c) water hole (d) deer

(v) Pick the phrase that DOES NOT suggest that the forest in the extract is lush.
(a) long grass (b) the water hole
(c) plump deer (d) lurking in shadow

Ans. (i) (a) assist in keeping the prey unsuspecting of the predator's sound.
(ii) (c) Prey that has quenched its thirst ensures consumption of hydrated meat for the tiger.
(iii) (b) The hyena was .... in its den after a good meal.
(iv) (b) long grass
(v) (d) lurking in shadow

3 He should be snarling around houses
At the jungle's edge,
Baring his white fangs, his claws,
Terrorising the village!

(i) How does the tiger scare the people?
(a) By growling
(b) Walking up and down
(c) Attacking people
(d) Baring his white teeth

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(ii) Why does the tiger 'snarl'?
(a) To show his anger (b) Feeling helpless
(c) Wants to runaway (d) Both (a) and (b)

(iii) Which word in the stanza will be the antonym of the word 'approve' or commend.
(a) Lurking (b) Snarling
(c) Pass (d) Baring

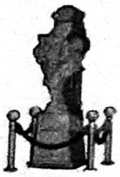
(iv) What poet is suggesting from these lines?
(a) Tiger is a very proud animal.
(b) Tiger should be in his natural habitat.
(c) Tiger can harm anyone.
(d) Tiger can get angry easily.

(v) How does the tiger show his presence?
(a) Baring teeth and claws
(b) Sitting quietly
(c) Growling
(d) Both (a) and (c)

Ans. (i) (a) By growling
(ii) (d) Both (a and (b)
(iii) (b) Snarling
(iv) (b) Tiger should be in his natural habitat.
(v) (d) Both (a) and (c)

4 But he's locked in a concrete cell,
His strength behind bars,
Stalking the length of his cage,
Ignoring visitors.
He hears the last voice at night,
The patrolling cars, ...

(i) Choose the image that best describes the condition of the tiger based on the given extract.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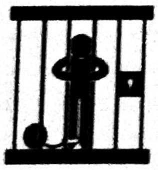
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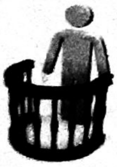
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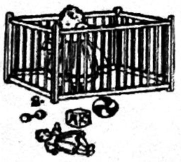
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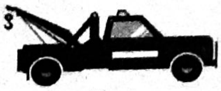
(a) Option (1) (b) Option (2)
(c) Option (3) (d) Option (4)

(ii) Which options correctly lists the reason for the tiger 'stalking the length of his cage'?
(a) Animals tend to cover large distances and burn a lot of their energy by hunting for prey, in their natural habitat. Zoos deprive them of such stimulation and they are restless and bored.
(b) Animals are scared of visitors gazing at them in their unnatural surroundings. Zoos are places where animals are far removed from the privacy of their natural habitat.
(c) Animals dislike human noises in the city and react to them aggressively. Zoos are often located in cities or outskirts.
(d) Animals require human love and care and miss this when in captivity. Zoos are places where they walk around mechanically to attract human attention.

(iii) Which option identifies a patrolling car correctly?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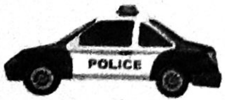
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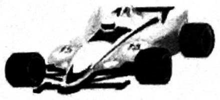
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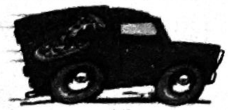
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(a) Option (1) (b) Option (2)
(c) Option (3) (d) Option (4)

(iv) The main contrasting idea suggested by the extract is that of
(a) strength and weakness.
(b) nature and culture.
(c) beasts and mortals.
(d) confinement and freedom.

(v) Choose the options listing the most likely reason for the tiger to ignore visitors, according to the extract.
(a) He is scared of their constant stares.
(b) The visitors don't provide him with any food.
(c) He knows that none would help him out of captivity.
(d) The visitors don't speak to him kindly.

Ans. (i) (b) Option (2)
(ii) (a) Animals tend to cover large distances and burn a lot of their energy by hunting for prey, in their natural habitat. Zoos deprive them of such stimulation and they are restless and bored.
(iii) (b) Option (2)
(iv) (d) confinement and freedom.
(v) (c) He knows that none would help him out of captivity.

Short Answer (SA) Type Questions

[2/3 Marks each]

1 Describe the tiger in the cage.

Ans. A tiger in the cage is imprisoned. He is not free. In the cage, the tiger can hardly move and his strength is useless. His situation makes him angry but he remains quiet as he is helpless in the situation.

2 Leslie Norris has described some of the activities of a tiger behind the bars of its cage. Write them.

Ans. Some of the activities of the tiger behind the bars of its cage include stalking along the length of the cage, ignoring visitors, hearing patrolling cars and staring at the brilliant stars shining in the sky.

3 Why does the tiger express his rage quietly?

Ans. The tiger expresses his rage quietly because he can do nothing from behind the bars of his cage. He is helpless as he cannot use his strength to get out of the cage. He is no longer free as he was in the jungle.

4 Describe the tiger in the wild.

Ans. The tiger in the wild is majestic. He freely lies under the shade and hunts for prey. He moves near the water hole because food is in plenty there. Sometimes he also growls and terrorises (scares) the villagers.

5 Where should the tiger have been according to the poet? **CBSE 2014**

Ans. The poet thinks that the tiger should have been in the jungle, hiding in the shadow, quietly moving in the long grass near the water hole to prey on the deer. He should also be on the outskirts of the jungle growling around houses and terrifying the villagers.

6 How does a tiger create terror for the villagers?

or How does the tiger make his presence felt in the village? **CBSE 2015**

Ans. The tiger creates terror for the villagers by roaring around their houses as they are situated near the jungle. He frightens them by showing his white teeths and claws.

7 What does the tiger do in his cage?

Ans. The tiger is locked in a concrete cell where he can hardly take a few steps along the length of the cage. He doesn't take any notice of the visitors who come there. With his brilliant eyes, he keeps staring at the brilliant stars in the sky.

8 Why should the tiger snarl around houses at the edge of the forest? **CBSE 2012**

Ans. *The tiger should snarl around houses at the edge of the forest for the following reasons*

- Firstly, the villagers will not disturb the peace of the forest.
- Secondly, villagers will not kill the animals for money or just for fun.

9 What is the tiger doing? Why is he ignoring the visitors?

Ans. The tiger is slowly and quietly moving along the length of the cage in a threatening manner.

He is ignoring the visitors because he considers them devoid of any feelings. None of them thinks of releasing him from his prison. Thus, he stops taking any notice of them.

10 Why do you think the tiger looks at the stars?

Ans. The tiger stares with hope at the brilliant stars shining in the sky as he feels very helpless in the cage. He hopes for the day when he would be able to run free in the wild. The brilliant stars, thus, provide him with some sort of comfort.

11 What does the poet convey through the poem?

Ans. The poet through the poem, tries to convey the miserable life led by the animals in the zoo. He compares the life of the tiger in the zoo with its life in its natural habitat.

The animals have the right to freedom and should not be caged. They should be allowed to run free in the wild.

12 What type of rhetorical devices are used by the poet in this poem?

Ans. In this poem, the poet has used many rhetorical devices like personification, metaphor, alliteration and repetition. The poet personifies the tiger by calling it 'he'.

The poet uses the device of metaphor in the 3rd line of the Ist stanza when he compares the pads of the tiger's feet with velvet.

[5 Marks each]

Long Answer (LA) Type Questions

1 Love for freedom is the natural instinct of every living being. Comment. **CBSE 2014**

Ans. It is true that love for freedom is the natural instinct of every living being in this universe. Freedom is liked by every living being. No one wants to live as a slave or in captivity. The tiger in this poem, has been kept in a cage. He feels helpless and yearns for freedom. He could neither rest nor walk freely while in the cage.

He ignores visitors as he knows that none of them will help him to be a free being. How could he be happy living in the cramped space where there is no space to move, no open area, no prey to stalk and kill as is available in the natural habitat. His wistful stare at the shining stars in the sky reflects his desire to be free. We, as human beings should allow freedom to all other creatures as everyone yearns for freedom.

2 Is it right to confine wild animals into cages? Why or why not?

Ans. It is not right to confine wild animals into cages. Wild animals are meant to live in the wild. They are not meant to be caged and displayed in the zoos. We all know that the majestic species of tiger is on the verge of extinction. There used to be a time when they used to roam proudly and freely in the jungle. They are not meant to live a life in confinement. They also have the right to freedom like all other living beings.

Confinement leads to depression and misery. Moreover, their offsprings lose the hunting capabilities as they are not trained to hunt in the wild. As a result, they would not be able to feed themselves.

Furthermore, confining wild animals disturbs the whole ecological balance. We should, thus, let the animals run free in the wild. They belong to the forest and not to the cage.

Self Assessment

Extract Based Question

Read the following extract carefully and choose the correct option.

1 But he's locked in a concrete cell,
His strength behind bars.
Stalking the length of his cage,
Ignoring visitors.

(i) Who is 'He' in the given lines?
(a) Poet
(b) Tiger
(c) Visitor
(d) None of these

(ii) What figure of speech is used is the first line?
(a) Paradox
(b) Alliteration
(c) Metaphor
(d) Similie

(iii) Where is the tiger?
(a) Near a water hole
(b) In a cage
(c) In a village
(d) In a jungle

(iv) What will be the correct synonym of 'stalking'?
(a) Follow or walk up to
(b) Pursue
(c) Haunt
(d) Runaway

(v) A tiger is happy when.
(a) he is in a cage
(b) near the cage
(c) frightens the visitors
(d) free in the forest

Short Answer (SA) Type Questions

2 What should the tiger be doing if he were at the jungle's edge?

3 Why does the tiger express his rage quietly?

Long Answer (LA) Type Question

4 Animals also understand the language of love and love their freedom. But in the name of conserving wildlife, they are being put in the zoos, which deprives them of their natural habitat. Comment with reference to 'A Tiger in the Zoo'.

CHAPTER

04

How to Tell Wild Animals

by Carolyn Wells

Central Idea of the Poem

This humorous poem suggests some of the dangerous ways to identify wild animals. the poet describes many ferocious and fearful animals including an Asiatic Lion, the Bengal tiger, the leopard, the Bear, the Hyena, the crocodile and the chameleon in a highly amusing manner.

Apart from being entertaining, the poem is informative as well. It describes some of the unique features of the various animals with gentle humour.

Explanation of the Poem

Stanza 1

If ever you should go by chance,
To jungles in the east;
And if there should to you advance
A large and tawny beast,
If he roars at you as you're dyin'
You'll know it is the Asian Lion ....

Word Meanings

Advance – to move forward towards something, often in order to attack or threaten; **Tawny** – brownish-yellow in colour; **Dyin'** – Dying

Explanation The poet describes the qualities of wild animals and tells how anyone can recognise them in a forest.

In these lines, the poet says that if you go to the jungles of the East, you will see a large animal with brownish yellow skin. If he roars at you so strongly that you can die out of fear, then you will come to know that you have encountered an Asiatic Lion.

Stanza 2

Or if some time when roaming round,
A noble wild beast greets you,
With black stripes on a yellow ground,
Just notice if he eats you.
This simple rule may help you learn
The Bengal Tiger to discern.

Word Meanings

Noble – here, very impressive in size; **Beast** – animal; **Discern** – see, identify

Explanation In these lines, the poet says that while roaming in the forest you may encounter a wild animal who is very impressive in size. This wild and noble animal has black stripes on his yellow body. If he attacks and eats you then you can identify that this animal is the Bengal Tiger.

Stanza 3

If strolling forth, a beast you view,
Whose hide with spots is peppered,
As soon as he has lept on you,
You'll know it is the Leopard.
'Twill do no good to roar with pain,
He'll only lep and lep again.

Word Meanings

Strolling – to walk somewhere in a slow relaxed way; **Forth** – forwards, away from a place; **Hide** (noun) – animal skin; **Peppered** – here, covered with spots; **Lep** (leap) – to jump high or a long way

Explanation In these lines, the poet describes that if you are walking slowly or freely in the forest, you will see a wild animal, whose skin is covered with dark spots. As soon as it jumps on you, you will come to know that it is the leopard. Even if you cry or shout in pain, there is no escape as the leopard will continue jumping on you.

Stanza 4

If when you're walking round your yard
You meet a creature there,
Who hugs you very, very hard,
Be sure it is a Bear.
If you have any doubts, I guess
He'll give you just one more caress.

Word Meanings

Yard – a piece of land next to or around your house, **Caress** – a gentle, loving touch

Explanation In these lines, the poet says that while you are walking around in your yard, you may encounter a creature. If he hugs you very hard then you must be sure that you are hugged by a bear. If you have any doubt in your minds, then the bear will give you another tight hug. This hug may seem friendly but it can be fatal (causing death). The bear will hug you till you die.

Stanza 5

Though to distinguish beasts of prey
A novice might nonplus,
The Crocodile you always may
Tell from the Hyena thus:
Hyenas come with merry smiles;
But if they weep they're Crocodiles.

Word Meanings

Beasts of prey – an animal that hunts, kills or eats another animal; **Novice** – someone new to a job; **Nonplus** – be puzzled, confused, surprised; **Hyena** – a wild animal like a dog, that eats the meat of animals that are already dead and has a cry like a human laugh.

Explanation In these lines, The poet says that it is very difficult for an inexperienced person to distinguish (recognise) wild animals. He may not be able to distinguish between Hyena and a crocodile. A hyena behaves very weirdly (strangely) as it always laughs while attacking on its victim.

A crocodile on the other hand weeps while eating its prey. The poet here warns that people should not wait for a hyena to laugh and a crocodile to weep. Both of these animals are dangerous so people should keep themselves safe and secure.

Stanza 6

The true Chameleon is small,
A lizard sort of things;
He hasn't any ears at all,
And not a single wing.
If there is nothing on the tree,
Tis the Chameleon you see.

Word Meanings

Chameleon – a small lizard that can change colour according to its surroundings; **Tis** – it is

Explanation In these lines, the poet describes a Chameleon. He says that a chameleon resembles a small garden lizard. It doesn't have ears and wings. The poet further says that if you are unable to see a thing on the tree, then you are seeing a Chameleon as it changes its colour according to its surroundings to escape from its enemy.

Poetic Devices used in the Poem

Alliteration Repetition of initial consonant sounds in the same line.

- roaming round
- lep and lep again
- Who hugs you very very hard
- A novice might nonplus

Paradox A figure of speech in which a statement appears to contradict itself

- A noble wild beast greets you

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Thinking about the Poem *(Page 45)*

1 **Does 'Dyin' really rhyme with 'lion'? Can you say it in such a way that it does?**

Ans. No, 'Dyin' does not rhyme with 'lion'.
If we change the pronunciation of lion by speaking it as 'lying' then it may rhyme with the word 'Dyin'.

2 **How does the poet suggest that you identify the lion and the tiger? When can you do so according to him?**

Ans. *The poet says that while roaming in jungles of the East, we can identify the lion and the tiger in the following ways*

- In the jungle, we will see a large animal with brownish yellow skin. If he roars at us so strongly that we can die out of fear we can identify that he is an Asiatic Lion.
- In the same forest, we can encounter a wild and noble animal which has black stripes on his yellow body. If he attacks and eats us then we can identify that this animal is the Bengal Tiger.

3 **Do you think the words 'lept' and 'lep' in the third stanza are spelt correctly? Why does the poet spell them like this?**

Ans. The words 'lept' and 'lep' are not spelt correctly. The poet has spelt them like this in order to maintain the rhythm of the poem. The correct spelling of the words, 'lept' is leapt and 'lep' is leap.

4 **Do you know what a 'bear hug' is? It's a friendly and strong hug–such as Bears are thought to give, as they attack you! Again, hyenas are thought to laugh and crocodiles to weep ('crocodile tears') as they swallow their victims. Are there similar expressions and popular ideas about wild animals in your own language(s)?**

Ans. When the bear hugs his prey tightly with both hands and presses him to death, it is known as bear hug. There are indeed similar expressions and popular ideas about wild animals in every language. For example, in Hindi, we say *'Magarmach ke aansu aaana' (crocodile tears), 'Haathi ke daant dikhane ke aur, khane ke aur', 'Ab pachtaye hot kya jab chidiya chug gai khet', 'Girgit ke tarah rang badalna'.*

5 **Look at the line "A novice might nonplus." How would you write this 'correctly'? Why is the poet's 'incorrect' line better in the poem?**

Ans. The line "A novice might nonplus" can be written correctly as "A novice might be nonplussed". The poet's incorrect line is better in the poem as it maintains the rhyme scheme of the poem. By writing it incorrectly, 'nonplus' rhymes with 'thus'.

6 **Can you find other examples of poets taking liberties with language, either in English or in your own language? Can you find examples of humorous poems in your own language(s)?**

Ans. One can find plenty of examples in poetry where poets take liberties with language. This is called 'poetic licence'.
Poets take such liberties in order to create proper rhyming and rhythm. For example, in the following lines the word 'prest' is used instead of 'pressed' so that it may rhyme with 'breast'.

"A tree whose hungry mouth is prest
Against the earth's sweat flowing breast".

7 **Much of the humour in the poem arises from the way language is used, although the ideas are funny as well. If there are particular lines in the poem that you especially like, share these lines with the class, speaking briefly about what it is about the ideas or the language that you like or find funny.**

Ans. The way the poet has used language and ideas in the poem is indeed humorous. The lines from the poem that appears to be funny are "A noble wild beast greets you." The idea that a wild beast is going to welcome you is quite funny. The language in the line, "He'll only lep and lep again" is also very humorous. The concept of 'lep' from the word 'leopard' generates humour.

Exam Practice

Extract Based Questions

[5 Marks each]

ead the following extracts carefully and choose the correct option.

1 If ever you should go by chance
To jungles in the east;
And if there should to you advance
A large and tawny beast,
If he roars at you as you're dyin'
You'll know it is the Asian Lion ....

(i) What does the poet mean by 'Jungles in the East'?
(a) Forests in East direction
(b) Forests of India
(c) Forests in Asian countries
(d) Forests in the East of London

(ii) What are main features of Asian Lion?
(a) Huge in size
(b) Brownish in colour
(c) Roars
(d) All of the above

(iii) What word is synonym of 'to move forward to attack'?

(a) Tawny	(b) Roars
(c) Advance	(d) Go

(iv) What happens when the lion roars?
(a) Animals runway
(b) Heart starts beating fast
(c) It is very scary
(d) Both (b) and (c)

(v) Which word in the extract means same as 'to move forward'?

(a) Tawny	(b) Advance
(c) Chance	(d) Roar

(i) (c) Forests in Asian countries
(ii) (d) All of the above (iii) (c) Advance
(iv) (d) Both (b) and (c) (v) (b) Advance

2 If strolling forth, a beast you view,
Whose hide with spots in peppered,
As soon as he has lept on you,
You'll know it is the Leopard.
Twill do no good to roar with pain,
He'll only lep and lep again.

(i) What is poet's motive in describing each animal?
(a) To tell us different body colours
(b) To help in identifying the beast
(c) To inform its ferocity
(d) To make us alert

(ii) How is leopard different from their wild beasts?
(a) Its hide is covered with spots
(b) It has stripes
(c) It is dark in colour
(d) it runs very fast

(iii) The word 'strolling' can also mean.

(a) running	(b) walking leisurely
(c) jumping	(d) sit

(iv) Why it won't do any good to roar with pain?
(a) It is harmless
(b) Leopard's grip is very tight
(c) Once caught can't escape
(d) Both (b) and (c)

(v) Which option lists the statement that is NOT TRUF according to the extract.
(a) the poet asks the reader to hide on seeing the leopard.
(b) the poet cautions the reader about a leopard when walking through its territory
(c) the poet informs the reader that a leopard can launch repeated attacks
(d) the poet tells the reader that a leopard attack can result in pain

Ans. (i) (b) To help in identifying the beast
(ii) (a) Its hide is covered with spots
(iii) (b) walking leisurely
(iv) (d) Both (b) and (c)
(v) (a) the poet asks the reader to hide on seeing the leopard.

3 If when you're walking round your yard
You meet a creature there, Who hugs you
very, very hard, Be sure it is a Bear,
If you have any doubts, I guess
He'll give you just one more caress.

(i) Which animals prefers to hug?

(a) Leopard	(b) Bear
(c) Lion	(d) Hyenna

(ii) How a bear can be recognised by you?

(a) By skin colour	(b) By roar
(c) By body size	(d) By tight hug

(iii) Why does it hug very hard?
(a) It kills by hug
(b) It shows its love
(c) It diverts our attention
(d) None of the above

(iv) The antonym of 'caress' will be
(a) fondle (b) massage
(c) hit hard (d) loving

(v) Where can a bear be found?
(a) Zoo (b) Villages
(c) Forests (d) Every where

Ans. (i) (b) Bear (ii) (d) By tight hug
(iii) (a) It kills by hug (iv) (c) hit hard
(v) (c) Forests

4 Though to distinguish beasts of prey
A novice might nonplus,
The Crocodile you always may
Tell from the Hyena thus:
Hyenas come with merry smiles;
But if they weep they're Crocodiles.

(i) Which two beasts are difficult to recognise?
(a) Hyenna from crocodile
(b) Tiger from leopard
(c) Lions from Bengal tiger
(d) Sloth bear from polar bear

(ii) Who laughs while it swallows its victims?
(a) Leopard (b) Tiger
(c) Crocodile (d) Hyenna

(iii) Which word in the stanza will be antonym of 'expert'?
(a) Novice (b) Teacher
(c) Non plus (d) Merry

(iv) What is a famous idiom about crocodile?
(a) Crocodile smiles
(b) Crocodile's pretending
(c) Crocodile tears
(d) Crocodile's laughter

(v) Choose the option that DOES NOT describe a 'novice'?
(a) Lakshman has played cricket for the first time today.
(b) Samiksha has been teaching for last ten years.
(c) Srishti went for her first French class yesterday.
(d) Gautam baked a second cake to improve his skills.

Ans. (i) (a) Hyenna from crocodile
(ii) (d) Hyenna
(iii) (a) Novice
(iv) (c) Crocodile tears
(v) (a) Lakshman has played cricket for the first time today.

5 The true Chameleon is small,
A lizard sort of things;
He hasn't any ears at all,
And not a single wing.
If there is nothing on the tree,
'Tis the Chameleon you see.

(i) What is special about chameleon?
(a) No ears or wings
(b) Changes colours
(c) Very dangerous
(d) Rarely found

(ii) Which reptile is almost like chameleon?
(a) Bat (b) Spider
(c) Lizard (d) Squirrel

(iii) Where do we find chameleon?
(a) In a garden
(b) On the tree
(c) Under the ground
(d) No where

(iv) Why can't be chameleon seen on the tree?
(a) Hides itself
(b) Changes its skin colour
(c) Goes inside a nest
(d) Is on top of tree between leaves

(v) Why do chameleon changes its colour?
(a) To look beautiful
(b) To escape from enemies
(c) To attack insects
(d) None of the above

Ans. (i) (a) No ears or wings
(ii) (c) lizard
(iii) (b) on the tree
(iv) (b) Changes its skin colour
(v) (b) To escape from enemies

Short Answer (SA) Type Questions

[2/3 Marks each]

1 How can you identify the Asian Lion and the Bengal Tiger? **CBSE 2015**

Ans. The Asian lion can be identified by its large body and a brownish- yellow colour. It roars loudly when it attacks its prey.

On the other hand, the Bengal tiger can be identified by black stripes on a yellow background of its body. It silently attacks its prey.

2 What does the Bengal tiger look like? What is so distinct about him?

Ans. The Bengal tiger is noble and majestic in stature. It has a yellow body covered with black stripes.

Its distinct feature is that its movements are so quick that it can attack and eat its prey in a moment.

3 How can you distinguish between a tiger and a leopard? **CBSE 2011**

Ans. A tiger has black stripes on its yellow body. On the other hand, a leopard on does not have any stripes. It has spots peppered on its body.
Moreover, a tiger kills only when it is hungry, while a leopard can kill for the pleasure of killing by jumping continuously on its prey.

4 What are the distinctive features of the Asian lion as given in the poem?

Ans. The Asian lion is large in stature and is found in the Jungles in the East. It is brownish-yellow in colour. It roars very loudly. The sound of its roar is so terrible to hear that it can make one almost die due to fear.

5 How does a leopard behave when he sees someone? **CBSE 2016**

Ans. A leopard has black spots all over its body. As soon as it sees someone, it jumps over him at once. It keeps on jumping and attacking its victim, continuously until death.

6 How does the poet describe the bear?

Ans. The poet describes the bear in a humorous way. He says that as soon as a bear sees a human being, it hugs him tightly.

It holds its prey tightly with both its hands and squeezes him to death. If he is still alive, it gives him another tight hug to kill him.

7 What is so weird about the hyena and the crocodile? **CBSE 2014**

Ans. Some animals such as the hyena and the crocodile are famous for their weird behaviour.

A laughing Hyena's voice resembles the laughter of a human being.

Moreover, a hyena laughs while swallowing its prey, while a crocodile weeps while attacking and killing its victims.

8 Describe a few characteristics of a chameleon.

Ans. A chameleon is a garden lizard. It changes its colour as per its surroundings. This ability to camouflage (to change colour) helps it in escaping from its enemies. A chameleon does not have any ears and wings.

9 Write the sum and substance of the poem, 'How to Tell Wild Animals'.

Ans. The poet, Carolyn Wells, in the poem suggests some of the dangerous ways to identify the wild animals. The poem is full of humorous examples when the poet tries to distinguish one animal from the other. Moreover, the poem educates us by describing the various features of wild animals.

10 Why does the poet use the term 'noble' and 'wild' for the tiger? **CBSE 2020**

Ans. In the poem 'How to tell wild Animals', the poet calls the Bengal tiger 'noble' as well as 'wild' because the tiger hunts only when he is hungry unlike other animals who may kill a prey for the pressure of killing.

Long Answer (LA) Type Questions

[5 Marks each]

1 'Humour is the best medicine for every ailment in life'. Comment. **CBSE 2013**

Ans. It is true that humous is the best medicine for every ailment in life as it is infectious. When humour is shared, it binds people together and increases happiness. Humour strengthens our immune system, boosts our energy, diminishes pain and protects us from the damaging effects of stress. It is the priceless medicine for every ailment in life.

The poet, in the poem 'How to Tell Wild Animals' creates humour by describing the various beasts of prey. The way the poet explains the things is very funny yet interesting. The poet has depicted the wildlife very vividly and in a lively manner. While reading the poem, the readers enjoy the poet's work and it leaves them refreshed and happy.

2 The poem 'How To Tell Wild Animals' expresses the poet's love for wild animals. Discuss.

Ans. The poem 'How to Tell Wild Animals' describes various wild animals which live in forest. The poet has described their peculiarities, body colour and typical actions of particular animals. This shows us the poet's love for wildlife.

The Asian lion, the Bengal tiger, the leopard, the bear, the hyena, the crocodile and the chameleon all have been described in an amusing manner. We come to know about the features of various animals through this delightful poem. The poem is as informative as entertaining. The poem 'How to Tell Wild Animals' calls upon us indirectly to be aware of the special marks of some animals. The knowledge about animals is a must, as a safeguard against danger from anyone of the wild animals.

Self Assessment

Extract Based Question

Read the following extract carefully and answer the questions that follow.

1 If when you're walking round your yard
You meet a creature there,
Who hugs you very, very hard,
Be sure it is a Bear,
If you have any doubts, I guess
He'll give you just one more caress.

(i) Who is 'he' in these lines?
(a) A chameleon
(b) A hyenna
(c) A bear
(d) A tiger

(ii) The animal which prefers to hug is
(a) hyena
(b) leopard
(c) rabit
(d) bear

(iii) How can you recognise a bear?
(a) By its roar
(b) Its skin colour
(c) By its tight hug
(d) Its body size

(iv) Which word is a synonym of word 'gentle loving touch'?
(a) hug
(b) creature
(c) guess
(d) caress

(v) Which figure of speech is there in 'who hugs you very-very hard'?
(a) Alliteration
(b) Hyperbole
(c) Metaphor
(d) Oxymoron

Short Answer (SA) Type Questions

2 How does the poet create humour in the poem?

3 What is a bear hug? How does the bear behave upon meeting a human?

Long Answer (LA) Type Question

4 The poet has mentioned some of the wild animals of the forest. Name them. Also write a short note on what you have learnt about these wild animals after reading the poem.

CHAPTER

05

The Ball Poem

by John Berryman

Central Idea of the Poem

The poet John Berryman in this poem describes the grief of a boy over the loss of his ball. With that loss he senses his first responsibility in a materialistic world. The poet suggests that the people whom we love and our material possessions will not be with us forever. One has to understand the nature of loss and learn to cope up with the loss. The child has to learn that loss is a part of everyday life and still life goes on.

Explanation of the Poem

Stanza 1

What is the boy now, who has lost his ball,
What, what is he to do? I saw it go
Merrily bouncing, down the street, and then
Merrily over - there it is in the water!
No use to say 'O there are other balls':

Word Meanings

Merrily – happily; **'O there are other balls'** – the words suggest that the loss is not important enough to worry about

Explanation The poem starts with poet looking at the boy who has lost his ball. The poet wants to know about him and his reaction after losing his ball. The poet himself saw the ball bouncing happily down the street and then falling into the water. The poet says that there is no use to tell the boy that there are other balls. Because, he would get many other balls, but he would never be able to get the lost ball and the memories associated with it.

Stanza 2

An ultimate shaking grief fixes the boy
As he stands rigid, trembling, staring down
All his young days into the harbour where
His ball went. I would not intrude on him;
A dime, another ball, is worthless.

Word Meanings

Ultimate – final; **Shaking grief** – sadness which greatly affects the boy; **Rigid** – stiff, like a statue; **Trembling** – shivering; **Harbour** – a place where ships load and unload goods; **Intrude o** – (here) to enter a situation where one is not welcome; **A dime** – a ten cent coin (U.S)

Explanation In these lines, the poet describes the condition of the boy after losing his ball.

The boy feels very sad by the loss of his ball. He is standing like a statue at one place, shivering and staring down the ball which symbolises the memories of his young days. He is filled with sorrow and just keeps standing in the direction where his ball is going.

The poet says that he would not interfere in the boy's thoughts as he feels that through this experience, the boy will learn the meaning of loss.

The poet says that it is not worth to tell the boy that another ball can be bought for only a dime (ten cents). Because, he was very attached to his lost ball which was with him from his very childhood.

Stanza 3

.... Now
He senses first responsibility
In a world of possessions. People will take
Balls, balls will be lost always, little boy.
And no one buys a ball back. Money is external.

Word Meanings

Possessions – something that is owned or possessed; **External** – superficial, extrinsic

Explanation In these lines, the poet says that the boy is learning his first responsibility of taking care of his things and how to bear the loss of something in a world of possessions. The poet make a broad statement that people will take balls and these balls will be lost. In other words, the boy will keep losing things and would buy another one to replace the lost thing. But he would never be able to buy back that lost thing and the memories associated with it. Money is external as it can not buy memories nor can it replace the lost things.

Stanza 4

He is learning, well behind his desperate eyes,
This epistemology of loss, how to stand up
Knowing what every man must one day know
And most know many days, how to stand up.

Word Meanings

Desperate – hopeless; **Epistemology of loss** – understanding the nature of loss or what it means to lose something

Explanation In these lines, the poet suggests that from the loss of the ball, the boy is learning the meaning of loss. He is also learning how to stand up from the loss. The poet says that knowing that every man has to stand up after such losses, the boy too will learn how to stand up and leave the losses behind. He would have understood the true meaning and nature of loss.

Poetic Devices Used in the Poem

Repetition Repetition of words/phrases in the same line

- What, what
- Balls, balls

Alliteration Repetition of initial consonant sounds in the same line

- What, what
- Balls, balls
- buys a ball back

Metaphor Comparison between two different objects without the use of comparison words.
The lost ball here is a metaphor of the boy's childhood. With the loss of the ball, the childhood of the boy is also lost.

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Thinking about the Poem *(Page 47)*

In pairs, attempt the following questions

1 **Why does the poet say, "I would not intrude on him"? Why doesn't he offer him money to buy another ball?** **CBSE 2020**

Ans. The poet says, "I would not intrude on him" because he does not want to interfere in the natural process of learning. He wants the boy to learn the meaning of loss on his own.

He also doesn't offer him money to buy another ball because that would be worthless. He wants the boy to learn the lesson of responsibility and accept that losses are a part of life.

2 **" .... staring down**

All his young days into the harbour where His ball went .... "

Do you think the boy has had the ball for a long time? Is it linked to the memories of days when he played with it?

Ans. Yes, the boy has had the ball for a long time. It is linked to the memories of days when the boy played with it.

When it bounced into the water, all his memories of the days of childhood flashed in front of him. This led to a realisation that those moments would not come back, just like the ball. He can buy new balls and can similarly create new moments, but those which are gone would not return.

3 **What does 'in the world of possessions' mean?**

Ans. The phrase 'in the world of possessions' means th we are living in a world where every body is worried about material possessions. Today's world encourages materialism and a sense of possession. Every one is in the race of possessing more and more. So, if the boy has to grow up in this world, he must learn that loss is also an integral part of life. He must learn to bear any loss and control his emotions.

4 **Do you think the boy has lost anything earlier? Pick out the words that suggest the answer.**

Ans. No, it seems that the boy had not lost anything earlier.

The words that suggest so are 'He senses first responsibility in a world of possessions'.

5 **What does the poet say the boy is learning from the loss of the ball? Try to explain this in your own words.**

Ans. The poet says that the boy is learning to bear the loss of the ball. He is experiencing grief and learning to grow up in this world of possessions. He learns that there are so many things in life that are lost and cannot be brought back. He is sensing his first responsibility as he has lost the ball. The boy will learn how to stand up and leave the losses behind as he would have understood the true meaning and nature of loss.

Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and choose the correct option.

1 What is the boy now, who has lost his ball,
What, what is he to do? I saw it go
Merrily bouncing, down the street, and then
Merrily over - there it is in the water!
No use to say - 'O there are other balls':

(i) Who is 'I' in the above lines.
   (a) Boy (b) Poet
   (c) Boy's friend (d) Both (a) and (c)

(ii) The expression 'what, what is he to do'? denotes.
   (a) loss of ball
   (b) further action of boy
   (c) boy's grief over loss of ball
   (d) feels happy

(iii) Where did the ball go?
   (a) Across the street (b) Into water
   (c) In a drain (d) Far off in a jungle

(iv) Which word is synonym of 'happily'?
   (a) Friendly (b) Hopefully
   (c) Merrily (d) Sadly

(v) What does the expression–"No use to say–'O there are other balls' mean"?
   (a) It is a big loss
   (b) Insignificant loss
   (c) Will buy new ball
   (d) Loss is of major consequence

Ans. (i) (b) Poet
(ii) (c) boy's grief over loss of ball
(iii) (b) Into water
(iv) (c) Merrily
(v) (d) Loss is of major consequence

2 An ultimate shaking grief fixes the boy
As he stands rigid, trembling, staring down
All his young days into the harbour where
His ball went. I would not intrude on him,
A dime, another ball, is worthless.

(i) Which adjective in these lines express the effect of this loss on the boy ?
   (a) Rigid (b) Trembling
   (c) Staring (d) Crying

(ii) Explain the expression 'shaping grief'.
   (a) trembling in grief
   (b) crying in grief
   (c) feeling unhappy and very sad
   (d) not able to move

(iii) The boy is in grief because
   (a) his ball is stolen.
   (b) he has misplaced his ball.
   (c) he has broken his toy.
   (d) his ball went into the water.

(iv) Which word in these lines is synonym of 'Interfere'?
   (a) Disturb (b) Intrude
   (c) Rigid (d) Dime

(v) Why is money or another ball worthless for the boy?
   (a) He does not want to play.
   (b) He is very sad.
   (c) Sense of loss as same ball can not be found.
   (d) Can not offord another ball.

Ans. (i) (a) Rigid
(ii) (c) Feeling unhappy and very sad
(iii) (d) his ball went into the water.
(iv) (b) Intrude
(v) (c) Sense of loss as same ball can not be found

3 Now he senses first responsibility
In a world of possessions. People will take
Balls, balls will be lost always, little boy.
And no one buys a ball back. Money is
external.

(i) What does the boy understand?
   (a) Money is not everything
   (b) To grow up and cope with loss
   (c) Same ball can not be found
   (d) Stop crying

(ii) What does the poet mean by 'money in external?
   (a) Money has to be earned
   (b) Money is meant to be spent
   (c) Money is not fixed
   (d) Money can be earned with hard work

(iii) What does the word 'balls' signify?
   (a) Sports material
   (b) Wishes of a child
   (c) Boy's childhood and innocence
   (d) Sense of loss

(iv) What does the poet mean by 'In a world of possessions'?
   (a) Sense of loss
   (b) Material things
   (c) Every one loves to possess things
   (d) World of wealth and prosperity

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(v) Which word in the given extract is an antonym of 'abandoning'?
(a) External (b) Responsibility
(c) Possessions (d) None of these

Ans. (i) (b) To grow up and cope with loss
(ii) (b) Money is meant to be spent
(iii) (c) Boy's childhood and innocence
(iv) (d) World of wealth and prosperity
(v) (c) Possessions

4 **He is learning, well behind his desperate eyes, The epistemology of loss, how to stand up Knowing what every man must one day know And most know many days, how to stand up.**

(i) How are the boy's eyes?
(a) Sparkling (b) Dull
(c) Desperate (d) Happy

(ii) The boy is learning.
(a) the meaning of life
(b) meaning of responsibility
(c) to cope up with loss
(d) meaning of happiness

(iii) The word 'Epistemology' means.
(a) imitation
(b) methodology
(c) philosophy
(d) assertion

(iv) What message does the poet convey in this poem?
(a) No use crying over loss
(b) Must learn to live with loss
(c) Money can buy everything
(d) Both (a) and (b)

(v) What is the rhyming scheme of the stanza?
(a) abcbc
(b) ababab
(c) abcba
(d) No rhyming scheme

Ans. (i) (c) Desperate
(ii) (c) to cope up with loss
(iii) (b) methodology
(iv) (d) Both (a) and (b)
(v) (d) No rhyming scheme

Short Answer (SA) Type Questions

[2/3 Marks each]

1 **What does John Berryman want to convey through this poem?** **CBSE 2011**

Or **Write the sum and substance of the poem "The Ball Poem".** **CBSE 2016**

Ans. The poet, John Berryman through the poem wants to convey the importance of loss and responsibility in life. We all should learn our responsibility and how to cope up with the loss. The poet also wants us to learn that things will get lost from time to time and money simply cannot replace them all.

2 **How does the boy feel at the loss of his ball?**

Ans. The boy is very much troubled at the loss of his ball. He experiences grief at the loss of his much loved possession. Like a statue, he keeps staring at the ball with his desperate eyes. He finds it difficult to cope up with the loss.

3 **Does the lost ball stand for the metaphor of the boy's lost childhood? How?**

Ans. Yes, the lost ball stands as a metaphor of the boy's lost childhood. The boy has lost his ball and is saddened by the loss as it will never be found again. This loss will lead to the loss of childhood as the boy learns to take responsibility. The boy now understands that loss is a part of life and one must move on from it. This realisation makes the boy grow up and lose the childhood days that he cherished till now.

4 **"Money is external". What does the poet mean by this expression?** **CBSE 2014**

Ans. The poet says that 'Money is external' to make the boy understand about his responsibility and that the loss is immaterial.

By the phrase, the poet means that every loss can not be replaced by money. Money cannot buy the memories associated with a thing and cannot replace the things that we love, for example the boy's lost ball.

5 **A ball is an easily available, inexpensive thing. Then why is the boy so sad to lose it.**

Ans. Yes, a ball is an inexpensive thing and easily available but the specific ball that the boy has lost is very valuable to him.

His memories of younger days are associated with the ball. He had been playing with this ball for a long time. No other ball could take its place. So, he is sad to lose it.

6 Why did the poet not console the boy?

Ans. The poet did not console the boy for two reasons. One the boy was too shocked and grief sticken to listen to any consolation. The poet also wanted to make him understand that any loss is part of our life and money can not buy the lost thing. Moreover, the poet also observed that the boy was trying to somehow stand up or bear the loss on his own which is much more effective.

7 Why was the boy upset on losing his ball? **CBSE 2019**

Ans. The boy was upset on losing his ball because it was his valued possession. It was a much loved possession which he had since his childhood. It had been with him for a long time and was linked to the memories of the days when he played with it. Now, the ball was lost forever for him. He could buy a new ball but the memories with the lost ball is lost forever.

Long Answer (LA) Type Questions

[5 Marks each]

1 Why is it important for everyone to experience loss and to stand up after it? **CBSE 2014**

Ans. It is important for everyone to experience loss and to stand up after it in order to be strong and to get on with life. One needs to stay strong no matter how much it hurts inside. Staying strong is the only way to survive. Moreover, one needs to learn to accept and let go and not cling to something that they can never have. One should understand that the past is gone and it will never come back. Experiencing loss sometimes helps us to grow up and face hardships.

This helps us in breaking all the boundaries into freedom. The poem teaches us a philosophy of life through the loss of ball i.e. "Loss is a universal truth in our life." We have to lose something at one point of time. Through the loss of ball, the boy learns real knowledge of the world. If he is able to bear the loss, he will be able to face the difficulties of life courageously. The boy must know how to stand up after a loss. It is very essential for every human being to be able to move on or stand up after being knocked down. Here, the ball signifies losing something valuable that can not be bought or replaced. The poet wants us to understand that loss is inevitable and everyone must learn to cope up with the loss with patience and courage.

2 Why does the poet not offer money to the boy to buy another ball?

Ans. When a person is trying to come over his grief on his own, he is busy making himself understand certain things.

In such a situation, if someone intrudes or disturbs, the chain of thoughts is broken which irritates the person.

Moreover, self-consolation, realisation and understanding is more effective and lasting than when it is done by an external agency or a person.

These facts are proven in the poem, 'The Ball poem'. In the poem, the poet states that neither will he interfere in the boys sorrowful mood nor will he offer him any money.

He believes that the boy will learn the harsh reality of loss on his own. The boy will learn to cope up with loss and move on by his own understanding.

Further, he believes that the offer to buy another ball would be useless because he may get a new ball but he would not be able to get back the memories of his childhood that were attached to it. No other ball can take place of the old ball of the boy's childhood. So the poet does not offer money to the boy to buy another ball.

Authorized Sig

Self Assessment

Extract Based Question

Read the following extract carefully and choose the correct option.

1 What is the boy now, who has lost his ball,
What, what is he to do? I saw it go
Merrily bouncing, down the street, and then
Merrily over - there it is in the water!
No use to say 'O there are other balls':

(i) Who is 'I' in the above lines?
(a) Poet (b) Boy
(c) Boy's mother (d) Boy's friend

(ii) What happened to the ball?
(a) went across the field (b) Lost in the crowd
(c) Was drowned in water (d) Got disfigured

(iii) What is the ball symbolic of?
(a) Sweet memory of parents (b) Sweet memories of school
(c) Sweet memories of childhood (d) Reminds of friends

(iv) Which figure of speech is used here?
(a) Personification (b) Alliteration
(c) Metaphor (d) Hyperbole

(v) The expression–"O, there are other balls's suggests that "
(a) loss of ball is not important
(b) money can by another ball
(c) nothing to worry about
(d) same ball can not be found
(a) What happened to the ball?
(b) What do you mean by 'bouncing'?

Short Answer (SA) Type Questions

2 What is the central idea of the poem 'The Ball Poem'?

3 What does 'in the world of possessions' mean? Why is money 'external'?

Long Answer (LA) Type Question

4 The poem teaches us to learn to accept and let go and not cling onto something that we can never have. Elaborate.

CHAPTER

06

Amanda

by Robin Klein

Central Idea of the Poem

Amanda is a poem about child psychology. The poem tells us about a little girl, Amanda. Amanda is constantly and continuously being scolded and instructed most probably by her mother. But, Amanda is lost in her own world. She is not paying attention to what her mother is saying.

The poem then points that parents must give some freedom to growing children. Constant scolding may adversely affect a child's development.

Meaning of the Poem

Stanza 1

Don't bite your nails, Amanda!
Don't hunch your shoulders, Amanda!
Stop that slouching and sit up straight,
Amanda!

Word Meanings

Hunch – raise shoulders and bend the upper portion of body in forward position; **Slouching** – sitting in a lazy, drooping way

Explanation In these lines, Amanda, a little girl is being scolded and instructed by her mother for her actions.

Amanda is advised to stop biting her nails, which is a bad habit. Amanda is also told to sit up straight without bending her shoulders because her mother wants her to sit in the right posture.

The last word 'Amanda!' is used with an exclamation mark, which shows the irritation and frustration of Amanda's mother.

Stanza 2

(There is a languid, emerald sea,
where the sole inhabitant is me—
a mermaid, drifting blissfully.)

Word Meanings

Languid – reluctant to exert itself; **Mermaid** – an imaginary sea creature having a woman's head and body with a fish's tail instead of legs; **Drifting** – a slow and steady movement

Explanation Amanda is lost in her world of imagination while her mother is instructing her. In her world, she imagines that she is a mermaid who lives alone in the beautiful green sea. She imagines that as a mermaid she would move in the soft waves of the sea. She believes that as a mermaid, her life would be peaceful and relaxing.

Stanza 3

Did you finish your homework, Amanda?
Did you tidy your room, Amanda?
I thought I told you to clean your shoes,
Amanda!

Word Meanings

Tidy – arrange neatly and in order

Explanation In these lines, Amanda is being inquired about her work.

Amanda's mother is asking about whether she has finished her homework and whether she has cleaned her room. Amanda is also reminded that she was told to clean her shoes.

Stanza 4

(I am an orphan, roaming the street.
I pattern soft dust with my hushed, bare feet.
The silence is golden, the freedom is sweet.)

Word Meanings

Orphan – a child whose parents are dead; **Roaming** – to move about aimlessly, especially over a wide area; **Hushed** – very quiet and still

Explanation Again, Amanda is not paying any attention to her mother. Amanda is in her world of imagination. She imagines that she is an orphan child who is freely roaming around on the street. She has no shoes on her feet and is making patterns on the soft dust with her quiet and bare feet. She is loving the silence and freedom to do anything in her world of imagination.

Stanza 5

Don't eat that chocolate, Amanda!
Remember your acne, Amanda!
Will you please look at me when I'm speaking to
you, Amanda!

Word Meanings

Acne – common skin disease characterised by pimples, especially on face

Explanation In these lines, Amanda is instructed by her mother to not to eat chocolates. She is reminded that eating chocolates had previously caused her acne (pimples). However, as Amanda is lost in her own thoughts, she is not paying attention to her mother. So, her mother strictly asks her to listen to what is being told to her.

Stanza 6

(I am Rapunzel, I have not a care;
life in a tower is tranquil and rare;
I'll certainly never let down my bright hair!)

Word Meanings

Rapunzel – Rapunzel is the name of a girl in a German fairy tale who was made to live alone in a high tower and had very long, beautiful golden hair. She was held captive by a witch who used to come up to the tower by climbing her long hair; **Tranquil**–free from any trouble or anxiety, to be in a peaceful state of mind.

Explanation Amanda is still in her world of imagination. Now, she dreams of herself as Rapunzel (character of a German fairy tale) who lived alone in a tower. As Rapunzel, she will not have to worry about anything and her life would be calm and peaceful in the tower. She emphasises that unlike Rapunzel, she would never let her hair down and permit anyone to come to her in the tower.

Stanza 7

Stop that sulking at once, Amanda!
You're always so moody, Amanda!
Anyone would think that I nagged at
you, Amanda!

Word Meanings

Sulking – to be upset about something; **Nagged** – to irritate someone by complaining about his or her habits again and again

Explanation In these lines, Amanda is not reacting on her mother's instructions. It seems that she is annoyed due to constant instructions.

Amanda's mother is asking her to stop being upset and moody. She said that her (Amanda) upset behaviour will show anyone that she is disturbed due to her mother's constant instructions.

Poetic Devices Used in the Poem

Alliteration Repetition of initial consonant sounds in the same line

- Stop that slouching and sit up straight!
- Stop that sulking at once, Amanda!

Allusion A reference to a statement, person, place, etc from history, religion, literature or any other field

- Mermaid - To be free. (Taken from fairy tales)
- Rapunzel - Who lived alone on a tower for a long time. (Part of a German fairy tale)

Metaphor A device which compares two things or qualities which are unlike

- Languid, emerald sea – languid and emerald type qualities are assigned to the sea.
- Silence is golden
- Freedom is sweet

Repetition Repeating of a word or phrase for emphasis

- Use of the word 'Amanda'

Brackets Generally used to indicate the thoughts that are not spoken out loud

- Stanza 2, 4 and 6 are the inner thoughts of Amanda.

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Thinking about the Poem (Page 62)

1 How old do you think Amanda is? How do you know this?

Ans. Amanda is a little, middle aged (8-12 years) school going girl .

We know this because of the reference of a mermaid and Rapunzel. Also, the instructions given to her, for doing homework, nail biting, correcting posture, etc are generally given to children of such an age group.

2 Who do you think is speaking to her?

Ans. Any one of Amanda's elder's or parents is speaking to her. From the instructions given to Amanda, one can say that it is most probably Amanda's mother or governess.

3 Why are stanzas 2, 4 and 6 given in parenthesis?

Ans. Stanza 2, 4 and 6 are given in parenthesis because they reflect the inner thoughts of Amanda. Amanda is lost in her dream world and is not listening to what her mother is asking/telling her.

4 Who is the speaker in stanzas 2, 4 and 6? Do you think this speaker is listening to the speaker in stanzas 1, 3, 5 and 7?

Ans. The speaker in stanza 2, 4 and 6 is the child, Amanda.

No, Amanda is not listening to the speaker of stanza 1, 3, 5 and 7, as she is lost in the world of her imagination.

5 What could Amanda do if she were a mermaid?

Ans. If Amanda were a mermaid, she could be the only resident of the beautiful green sea where she would float in the soft waves of the sea. There, she could relax and enjoy her freedom.

6 Is Amanda an orphan? Why does she say so?

Ans. No, Amanda is not an orphan, though she wishes to be an orphan.

She says so because she is upset at being scolded again and again by her mother. Thus, she thinks that if she had been an orphan, she would be free and her life would be peaceful.

7 Do you know the story of Rapunzel? Why does she want to be Rapunzel?

Ans. Rapunzel was a beautiful golden haired princess who lived in a tower. She had very long hair by which she used to allow people to come into her tower.

Amanda believes that Rapunzel's life in the lonely tower would be very happy. So, she wanted to be Rapunzel and wishes to live in such a tower, away from everyone. She even imagines that in order to live a happy life she would never allow anyone to come into her tower.

8 What does the girl yearn for? What does this poem tell you about Amanda?

Ans. The girl Amanda yearns or desires for freedom and peace in life.

According to the poem, Amanda feels that her freedom has been limited by her mother. She is fed up of the constant scolding and instructions by her mother. She wants to go away and live a peaceful life.

9 Read the last stanza. Do you think Amanda is sulking and moody?

Ans. No, Amanda is neither sulking nor she is acting moody. The speaker (her mother) of the last stanza thinks so because Amanda is not paying any attention to her instructions, rather she is lost in her own world.

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Exam Practice

Extract Based Questions

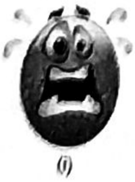
[5 Marks each]

Read the following extracts carefully and answer the questions that follow.

1 Don't bite your nails, Amanda!
Don't hunch your shoulders, Amanda!
Stop that slouching and sit up straight,
Amanda!

(i) The purpose of the speaker's words in the given extract is to
(a) show the speaker's power over the listener.
(b) make the listener a better human being.
(c) advise the listener as an elder.
(d) improve the listener's posture and habits.

(ii) Pick the options that lists the image which correctly corresponds to the speaker's mood in the extract.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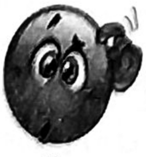
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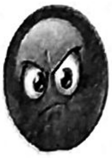
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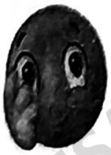

(iv)

(a) Image (i) (b) Image (ii)
(c) Image (iii) (d) Image (iv)

(iii) Alliteration is a literary device used in the extract. Which of the following options DOES NOT include examples of this literary device?
(a) The moon and the shimmering stars watched over us.
(b) With that charming chat, Catherine chose comfort.
(c) Away ran the pathetic pooch pouting like a princess.
(d) Dee dee was driving down day after day.

(iv) What does the repetition of "Amanda!" at the end of each line reflect?
(a) It describes who the speaker is talking to.
(b) It represents the absent-mindedness of the listener.
(c) It shows the frustration of the speaker.
(d) It helps create a rhyme scheme.

(v) select the option that fits with the following:
slouching : straight:: .... : ....
(a) transparent: translucent
(b) lazy: agile
(c) forgetful: lively
(d) generous: liberal

Ans. (i) (d) improve the listener's posture and habits.
(ii) (c) Image (iii)
(iii) (a) The moon and the shimmering stars watched over us
(iv) (c) It shows the frustration of the speaker.
(v) (b) lazy: agile

2 (There is a languid, emerald sea,
where the sole inhabitant is me—
a mermaid, drifting blissfully).

(i) Who do these lines refer to?
(a) Amanda (b) Mermaid
(c) Amanda's sister (d) None of these

(ii) Why is this stanza given within brackets?
(a) to show inner thoughts of mother
(b) day dreaming by Amanda
(c) to show the contrast
(d) Both (b) and (c)

(iii) Give the word from the stanza which means "free flowing act of going with motion and force".
(a) Languid (b) Blissfully
(c) Drifting (d) Emerald

(iv) Why does Amanda want to be sole Inhabitant of sea?
(a) Away from noise
(b) Away from mother
(c) Away from this noisy and disturbing atmosphere
(d) Away from everyone

(v) What could she do if she were a mermaid?
(a) Be herself (b) Lead a relaxing life
(c) Play in the green sea (d) Learn to swim

Ans. (i) (a) Amanda
(ii) (d) Both (b) and (c)
(iii) (c) Drifting
(iv) (c) Away from this noisy and disturbing atmosphere
(v) (b) Lead a relaxing life

3 Don't eat that chocolate, Amanda!
Remember your acne, Amanda!
Will you please look at me when I'm speaking
to you,
Amanda! **CBSE 2016**

(i) Why is Amanda not looking at the speaker?
- (a) Amanda listening to music
- (b) Playing
- (c) Sleeping
- (d) Lost in her own thoughts

(ii) What causes Acne according to the speaker?
- (a) Biting nails
- (b) Cleaning the room
- (c) Eating chocolates
- (d) Eating pizzas

(iii) The speaker is so worried about acne. What does it show?
- (a) This shows importance is given to physical beauty
- (b) This shows her concern towards Amanda
- (c) This shows Amanda's carelessness.
- (d) Both (a) and (b)

(iv) Which word in the stanza is antonym of 'Forget'?
- (a) Disregard
- (b) Misunderstand
- (c) Remember
- (d) Recollect

(v) What does this stanza inform us about the speaker?
- (a) Loves giving instructions
- (b) Physical beauty is important
- (c) Tries to control Amanda
- (d) All of the above

Ans. (i) (d) Lost in her own thoughts
(ii) (c) Eating chocolates
(iii) (a) this shows importance is given to physical beauty.
(iv) (c) Remember
(v) (d) All of the above

4 (I am an orphan, roaming the street.
I pattern soft dust with my hushed, bare feet.
The silence is golden, the freedom is sweet).

(i) The tone of the given lines is
- (a) analytical
- (b) despairing
- (c) peaceful
- (d) nervous

(ii) Read the statements A and B given below, and choose the option that correctly evaluates these statements.

Statement A – The figure 'I' imagines a less than realistic view of being an orphan.

Statement B – The figure 'I' does not like the speaker.

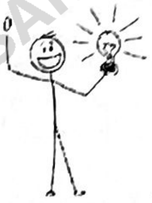
- (a) A is true, b is false, according to the extract
- (b) A is true, b cannot be clearly inferred from the extract.
- (c) A cannot be clearly inferred from the extract, b is false.
- (d) A is true and can be inferred from the poem, b is true too.

(iii) The golden silence is contrasted with the.
- (a) chaos of the street.
- (b) constant instructions received.
- (c) sweetness of freedom.
- (d) hushed, bare feet.

(iv) The rhyme scheme 'aaa' in the above extract is followed in all other stanzas of the poem that are written in parenthesis, i.e. (). Why? Read the reasons given below and choose the option that lists the most accurate reasoning:
- (i) It shows the simplicity of the child's thoughts.
- (ii) It reflects the harmony and rhythm of the child's inner world.
- (iii) It mirrors a child's expression.
- (iv) It highlights the poet's aesthetic sensibility.

- (a) (i) and (iv)
- (b) (i) and (ii)
- (c) (ii) and (iii)
- (d) (iii) and (iv)

(v) Which image corresponds to what Amanda, is doing in this extract?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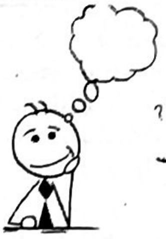
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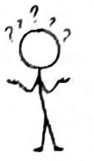
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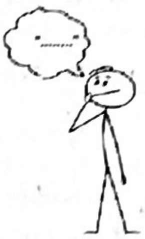
(4)

- (a) Option (1)
- (b) Option (2)
- (c) Option (3)
- (d) Option (4)

Ans. (i) (c) peaceful.
(ii) (b) A is true, b cannot be clearly inferred from the extract.
(iii) (b) constant instructions received.
(iv) (c) (ii) and (iii)
(v) (b) Option (2)

5 (I am Rapunzel, I have not a care;
life in a tower is tranquil and rare;
I'll certainly never let down my bright hair!)

(i) Who was Rapunzel?
- (a) A fairy
- (b) A nun
- (c) A queen
- (d) A princess

(ii) What is Amanda doing?
- (a) Imagining herself as Rapunzel
- (b) Dressed herself as Rapunzel
- (c) Reading book on Rapuzel
- (d) None of these

(iii) What do the words tranquil and rare signify?
   (a) Pleasant surrounding
   (b) Freedom and peace
   (c) Music and excitement
   (d) Peace and no nagging

(iv) Why these lines are bracketed?
   (a) To show they are important
   (b) To show mother's words
   (c) To show Amanda's imagination
   (d) To show poet's words

(v) Which adverb will be synonym of the word 'surely' as per the extract?
   (a) Indefinitely
   (b) Clearly
   (c) Doubtfully
   (d) Certainly

Ans. (i) (a) A fairy
(ii) (a) Imagining herself as Rapunzel
(iii) (d) Peace and no nagging
(iv) (c) To show Amanda's imagination
(v) (d) Certainly

Short Answer (SA) Type Questions

[2/3 Marks each]

1 Justify the title of the poem 'Amanda'.

Ans. The title of the poem 'Amanda' is very appropriate. The poem is about a little girl, Amanda who is constantly scolded by her mother. Throughout the poem, the focus is on Amanda and her world of imagination. In this world, she lives a free and peaceful life without any interruptions.

2 Why does Amanda wish to be a mermaid, an orphan, or Rapunzel?

Ans. Amanda wishes to be a mermaid, an orphan and Rapunzel to live a life of freedom. She is constantly scolded by her mother. So, she escapes into her own world of imagination wherein she lives a peaceful life, all alone. As a mermaid she would be the sole resident of a beautiful sea and as an orphan, she would enjoy freedom. Finally, as Rapunzel she would live a carefree life.

3 List the things about which Amanda's mother nag her.

Ans. *Amanda's mother nag or scold her about the following things*

- She continuously ask her to sit properly and to not bite her nails.
- Amanda is instructed to not eat chocolates and to clean her room as well as shoes.
- Amanda is also asked to finish her homework.
- Amanda is also pointed out for not paying attention to her mother and for her sulking and moody behaviour.

4 Why does Amanda seem moody most of the time? **CBSE 2016**

Ans. Amanda seems moody most of the time because she is so involved in her world of imagination that she does not pay attention to her mother. Amanda often escapes from reality into her world of fantasy to get away from the continuous scoldings. Her day dreaming makes her look moody and uninterested.

5 Do you think it is Amanda's fault in the poem? Justify your answer.

Ans. No, Amanda is not at fault. In the poem, Amanda is constantly instructed and scolded by her mother. Her mother restricts her freedom. Amanda desires the peace and freedom which is not granted to her. So, she escapes into her own world where she enjoys the calmness.

6 What is the central theme of the poem?

Ans. The central theme of the poem Amanda by Robin Klein is that children love freedom. They do not want any restrictions on their activities.

The poem points out that in the endeavour to make their children well-behaved, parents often give too many instructions. Such a scolding behaviour is resented by children and adversely affects their development.

7 Does Amanda's mother have a nagging behaviour. Justify your answer.

Ans. Amanda's mother really have a nagging behaviour. She is always instructing Amanda and finding faults within her. Her mother constantly tell her the do's and don'ts.

Such a nagging behaviour affects Amanda who feels that her freedom is restricted. Amanda's mothers responsibility to instill (develop) good manners in the child makes Amanda retreat (escape) into her imagination where she seeks peace and freedom.

Long Answer (LA) Type Questions

[5 Marks each]

1 Discuss the importance of proper upbringing with reference to the poem 'Amanda' by Robin Klein.

Ans. Upbringing plays an essential role in personality development of a child. Whenever we wish to admire or criticise someone, we talk about the upbringing of that person. Robin Klein's poem 'Amanda' highlights the problems of 'proper' upbringing of a child. To instil good values and moral principles in a growing child is the foremost duty of the parents. However, the poem shows how a child feels upset because of constant instructions.

Amanda, the little girl in the poem goes through such a situation. She is instructed and scolded for her habits. She gets no freedom and space for herself. As a result, she enters her world of imagination. This world proves to be her defence against her scolding mother. In her world, she seeks freedom and peace. She imagines herself as a mermaid who is the sole resident of a beautiful sea.

Then, she imagines herself as an orphan who is free to do anything. Finally, she wants to be Rapunzel and live a peaceful life in a tower. Therefore, elders/parents must maintain a balance. While instilling good manners, they should also give some freedom to their children.

2 How does Amanda tackle the nagging nature of her mother? Explain with examples from the poem.

Ans. In the poem, 'Amanda', the little girl named Amanda often escapes into her own world. Her world of dreams give her the freedom and peace that she seeks in reality where she is constantly nagged by her elders. Her mother continuously instruct and scold her for her ill-manners and laziness. She is asked not to bite her nails, not to eat chocolates, to clean her room and so on. As Amanda's mother is giving her instructions, she is lost in her daydreams. The persistance of Amanda's mother leave a harmful impression in her mind. Her retreat, then, is her way of tackling her mother. It is her shield and defence against the harsh realities that she goes through. In her reality, her freedom is restricted.

Her need for freedom and peace, finds expression in her dreams where she imagines a carefree and happy life as an orphan, mermaid and Rapunzel, without her mother. Amanda may seem moody and upset, to her mother, but is not really so. The nagging nature of her mother makes her escape into a world away from the realities of her life.

3 State the key points in the poem 'Amanda'. What do you learn from it? CBSE 2016

Ans. The key point highlighted in the poem 'Amanda' is that every child is special in itself and it requires a great amount of patience and love to make them understand this.

To create such an understanding, parents must give freedom to their children as they learn the best from their own experiences. In this process, children may learn some bad habits which needs to be removed. This undoing also requires a great level of understanding and the right approach.

Parents judging each action of a child does more harm.

In the poem, the little girl Amanda goes through constant scoldings for her habits. Everything she does is corrected by her mother and she can't do anything at her will. Consequently, the girl seeks/desires freedom and a choice. The lack of freedom makes Amanda upset and moody as she escapes her world of imagination. She enjoys the things in her imagination, which she is deprived of in reality.

Therefore, in Amanda, we witness a failed approach of her parents and get a lesson that the parents need to take a more gentle/kind approach to teach their child.

4 Escapism is one way to run away from harsh realities. Discuss in the context of the poem 'Amanda'.

Ans. It is true that escapism is one way to run away from harsh realities. By going through the whole poem, we come to know that Amanda's mother keeps instructing her all the time. Amanda's mother's intention may be to discipline the little girl and make her a mature person. But, children need love and a caring attitude in their elders. Advice in the form of nagging leaves a very harmful impression in the child's mind. The reality becomes harsh for them and they try to escape these realities by indulging in their own fantasy world.

Here in this poem, the life of Amanda is frustrating, as she is forbidden to do anything without seeking permission. Continuous instructions of her mother and constant scoldings leave a very negative impact on a child's personality.

In such situation, Amanda adheres to a defence mechanism where she imagines herself to be free and without parents so that she is not nagged. She drifts into an imaginary situation to escape from the harsh realities of her life. It is the mother's behaviour that is forcing her to do so. Thus, parents need to understand that their child also requires a certain amount of freedom which must be given to them.

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Self Assessment

Extract Based Question

Read the following extract carefully and answer the questions that follow.

1 Don't eat that chocolate, Amanda!
Remember your acne, Amanda!
Will you please look at me when I'm speaking to you, Amanda!

(i) Who is giving instructions to Amanda?
(a) Teacher (b) Grandmother
(c) Mother (d) Father

(ii) Amanda has been asked to.
(a) stop playing (b) stop crying
(c) stop questing (d) stop eating chocolates

(iii) The speaker wants Amanda to look at her to ensure
(a) Amanda obeys (b) stops eating chocolate
(c) Amanda follows the instructions (d) does not sleep

(iv) Which message poet wants to convey through this poem?
(a) Children need instructions (b) Freedom for children
(c) Too much discipline is not good (d) Escapism is not good

(v) Why is Amanda not looking at the speaker?
(a) She is sleeping (b) She is doing home work
(c) She is busy in her toys (d) Engrossed in her thoughts

Short Answer (SA) Type Questions

2 'Anyone would think that I nagged at you'. Explain.

3 What idea does the reader form about Amanda?

Long Answer (LA) Type Question

4 Amanda loves to live in a dream world and does not appreciate any interference. A parent tries to bring her back to the real world. Therefore, there is always a conflict going on. Elaborate.

CHAPTER

07

Animals

by Walt Whitman

Central Idea of the Poem

The poem 'Animals' shows the poets love for the animals. According to the poet, animals are better than human beings and have all the qualities that humans lack or have forgotten. The poet wants to turn into an animal and experience a life which is free of sins and sorrow.

The theme of the poem is not to say how good animals are, but to compare humans with them in order to highlight the flaws of human nature. The poet believes that probably a very long time ago, humans possessed all these qualities, but they have lost them now.

Explanation of the Poem

Stanza 1

I think I could turn and live with animals, they are
so placid and self-contain'd,
I stand and look at them long and long.

Word Meanings

Placid – quiet, calm; **Self-contain'd** – in full control of self

Explanation In these lines, the poet says that he wants to turn into an animal and wants to live with animals. According to the poet the animals looks calm peaceful and self controlled. They never complain for any problem.

Due to these qualities of animals, the poet wants to spend a long time with them. He stands and looks at them for a very long time.

Stanza 2

They do not sweat and whine about their condition,
They do not lie awake in the dark and weep for their sins,
They do not make me sick discussing their duty to God.

Word Meanings

Sweat and whine – to complain/cry; **Sins** – misdeeds or immoral actions

Explanation In these lines, the poet says that animals do not complain and cry about their condition like humans do. Unlike humans, animals do not stay awake in the night and weep for the sins done by them. Here, the poet means that animals are different from human beings because they do not show anger or grief.

Further, he says that animals do not make him feel sick by discussing their duty to God. The poet here means that animals do not pray to God for forgiveness or ask God to fulfill their desires like humans do.

Stanza 3

Not one is dissatisfied, not one is demented with the mania of owning things,
Not one kneels to another, nor to his kind that lived thousands of years ago,
Not one is respectable or unhappy over the whole earth.

Word Meanings

Demented – affected with madness; **Mania** – obsession; **Owning** – possessing; **Kneels** – bends (as a sign of respect)

Explanation In these lines, the poet says that he does not find even a single animal that may appear to be dissatisfied. There is not single animal who suffers from the obsession of possessing more and more things. Animals do not show respect or bow their heads to other animals or to their ancestors like humans do. According to the poet, all animals are equal and they do not need to respect one another. So for the animals no one is respectable and unhappy on the earth.

Stanza 4

So they show their relations to me and I accept them,
They bring me tokens of myself, they evince them plainly in their possession
I wonder where they get those tokens,
Did I pass that way huge times ago and negligently drop them?

Word Meanings

Tokens – innate qualities; **Evince** – to show a particular feeling, quality or attitude; **Possession** – ownership; **negligently** – careless

Explanation In these lines, the poet says that the animals show their similarities to him which he accepts happily. He feels that animals represent human beings in some way. They seem to have innate qualities, that humans once had, i.e. virtues like kindness, self-containment and innocence. Animals remind the poet of these qualities that symbolise the lost values of the humans. The poet wonders about how animals had got these qualities. The poet believes that the humans carelessly dropped these virtues a long time ago and have forgotten all about them in their madness to possess more things.

Poetic Devices Used in the Poem

Personification The poem has uniform personification.

Repetition Repetition of words/phrases in the same line.

- I stand and look at them long and long.
- They do not ....
- Not one is ....

Alliteration Repetition of initial consonant sounds in the same line.

- They do not make me sick.
- I wonder where they get those tokens.

Metaphor It compares two objects to give a clearer meaning to one of them.

- 'tokens' are innate qualities of humans.

Rhyme Scheme There is no rhyme scheme. The poem is in free verse.

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Thinking about the Poem (Page 84)

1 Notice the use of the word 'turn' in the first line, "I think I could turn and live with animals...". What is the poet turning from?

Ans. In this line, the poet wants to turn from a human into an animal. This turning represents the poet's desire to get away from the depressing, selfish and false world of humans and stay with animals.

2 Mention three things that humans do and animals don't.

Ans. *Three things that humans do and animals don't are as follows*

- Humans complain and cry about the miseries they face but animals do not do that.
- Humans lie awake at night thinking about their wrong doings but animals do not do that.
- Humans talk about their religiousness and duty towards God but animals do not do that.

3 Do humans kneel to other humans who lived thousands of years ago? Discuss this in groups.

Ans. Yes, humans kneel to other humans who lived thousands of years ago as it is a cultural tradition to respect elder persons. These persons could be their ancestors, saints or preachers whom they follow religiously.

(Students can discuss their own culture with their classmates and share the rituals and traditions of their culture and also get to know about other cultural practices).

4 What are the 'tokens' that the poet says he may have dropped long ago and which the animals have kept for him? Discuss this in class. (Hint: Whitman belongs to the Romantic tradition that includes Rousseau and Wordsworth, which holds that civilisation has made humans false to their own true nature. What could be the basic aspects of our nature as living beings that humans choose to ignore or deny?)

Ans. The tokens mentioned in the poem refer to the virtues and values possessed by animals. These virtues represent the true nature of human beings which humans have lost now. These are tokens of values such as kindness, innocence, self-containment, satisfaction, sharing, etc.

The poet, Walt Whitman belongs to the Romantic tradition of literature. He along with various other poets/authors believed that the virtues mentioned above represent the true nature of man and how man should be.

However, with civilisation and development man has denied or ignored them. Humans now have become full of false values such as selfishness, greed, possessiveness, etc. They have forgotten their true characteristics that animals have still retained.

Exam Practice

Extract Based Questions

[5 Marks ea

Read the following extracts carefully and answer the questions that follow.

1 I think I could turn and live with animals, they are so placid and self-contain'd,
I stand and look at them long and long.

(i) What does the poet want to turn into?
(a) Child (b) Statue (c) Animals (d) Birds

(ii) Name the literary device used in the lines.
(a) Simile (b) Paradox
(c) Metaphor (d) Alliteration

(iii) Which word in this stanza will be antonym of 'agitated'?
(a) Serene (b) Gentle
(c) Self-contained (d) Placid

(iv) The which qualities of animals attract the poet?
(a) Faithfulness (b) Playfulness
(c) Calmness and poise (d) Unrestricted life

(v) The synonym of 'calm' in the above lines is
(a) self-contained (b) placid
(c) turn (d) None of these

Ans. (i) (c) Animals
(ii) (d) Alliteration
(iii) (d) Placid
(iv) (c) Calmness and poise
(v) (b) Placid

2 They do not sweat and whine about their condition,
They do not lie awake in the dark and weep for their sins,
They do not make me sick discussing their duty to God,
CBSE 2015

(i) Why do humans lie awake in the dark?
(a) Do not feel sleepy (b) Feel guilty
(c) Worried (d) Cry for their sins

(ii) What does the word 'whine' mean here?
(a) Pleased
(b) Angry
(c) High complaining cry
(d) Utter softly

(iii) Who are 'they' referred to here?
(a) Animals (b) Human beings
(c) Small children (d) Birds

(iv) Why does the poet feel sick?
(a) Humans running after money
(b) Always complaining
(c) Always criticising others
(d) Sermonising themselves

(v) What is the purpose of the given lines?
(a) To highlight the importance of moral virtues.
(b) To compare humans and animals.
(c) To highlight the virtues possessed by animals.
(d) To represent nostalgia regarding the good old days.

Ans. (i) (d) Cry for their sins
(ii) (c) High complaining cry
(iii) (a) Animals
(iv) (d) Sermonising themselves
(v) (b) To compare humans and animals

3 Not one is dissatisfied, not one is demented with the mania of owning things,
Not one kneels to another, nor to his kind that lived thousands of years ago,
Not one is respectable or unhappy over the whole earth.

(i) The repetition of "not one" in the given extract signifies the poet's
(a) effort to create a sense of continuity.
(b) attempt at musicality and rhythm.
(c) sense of disappointment and frustration.
(d) feelings of anger and vengeance.

(ii) Which of the following set of qualities does the poet attribute to animals in the given extract?
(i) Discontented, furious, respectful
(ii) Fearless, materialistic, reputable
(iii) Contented, equal, non-acquisitive
(iv) Happy, self-serving, intelligent
(a) (i) (b) (ii)
(c) (iii) (d) (iv)

(iii) Pick the option that completes the following
dementia: demented :: mania: ....
(a) maniac (b) manically
(c) manical (d) maniacal

(iv) Choose the option that contains a statement which CANNOT be conclusively inferred from the extract.
(a) Man is miserable
(b) Man is materialistic.
(c) Man is power-hungry.
(d) Man is curious.

(v) Which of the following characterises the poet's attitude towards animals in the given extract?

(a) Admiration
(b) Nostalgia
(c) Jealousy
(d) Enthusiasm

Ans. (i) (c) sense of disappointment and frustration.

(ii) (c) (iii)

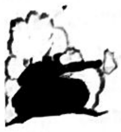
(iii) (d) maniacal

(iv) (d) Man is curious.

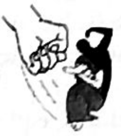
(v) (a) Admiration

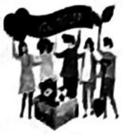
4 So they show their relations to me and I accept them,
They bring me tokens of myself, they evince them plainly in their possession
I wonder where they get those tokens,
Did I pass that way huge times ago and negligently drop them? **CBSE 2014**

(i) Look at the images given below. Choose the option that does not reflect "tokens" referred to, by Whitman?


(1)

(2)


(3)


(4)

(a) (1) and (2)
(b) (2) and (3)
(c) (1) and (3)
(d) (1) and (4)

(ii) How would you describe the tone of the poet?

1. Melancholic, resigned
2. Fanciful, noble
3. Reflective, idealistic
4. Fearful, gloomy

(a) (1)
(b) (2)
(c) (3)
(d) (4)

(iii) Imagine you were asked to rename the poem.
Column A lists titles of some famous poems.
Column B justifies how each of these titles may be appropriate for the above extract.
Choose the option that correctly lists the matching of Column A to Column B.

Column A	*Column B*
I. 'Paradise Lost'	(i) This title is appropriate as the poet speaks about how man chose not take the path of a simple, unaffected life as that of the animals.
II. 'The Road Not Taken'	(ii) This title is appropriate as this is a commentary on the importance of living life by remaining close to our innate nature and qualities.
III. 'The Deserted Temple'	(iii) This title is appropriate for the given extract as the poem laments the loss of a simpler and more harmonious life.
IV. 'Nature'	(iv) This title is appropriate for the given extract as it reflects how man has abandoned his sacred bond of harmony with nature.

(a) I – (i); II – (ii); III – (iii); IV – (iv)
(b) I – (ii); II – (iii); III – (iv); IV – (i)
(c) I – (iii); II – (i); III – (iv); IV – (ii)
(d) I – (iv); II – (i); III – (ii); IV – (iii)

(iv) The word 'envince' means the same as

(a) deactivate
(b) devastate
(c) deteriorate
(d) demonstrate

(v) What does the poet wonder?

(a) Animals have humans virtues.
(b) Animals are innocent.
(c) Why humans are not better than animals.
(d) Animals acquired virtues themselves.

Ans. (i) (c) (i) and (iii)

(ii) (c) (iii)

(iii) (c) I – (iii); II – (i); III – (iv); IV – (ii)

(iv) (d) demonstrate

(v) (a) Animals have humans virtues.

Short Answer (SA) Type Questions

[2/3 Marks each]

1 Why does the poet like animals and why he himself wants to turn into an animal?

Or Why does the poet show a preference for living with animals?

Ans. The poet likes/prefers animals for their calm and self-controlled nature.

He is impressed with animals because unlike human beings, they don't desire to own things and are satisfied with their lives.

The poet wants himself to turn into an animal and live with animals as they have retained the basic good values lost by humans.

2 Explain the satisfaction that animals have and humans don't. **CBSE 2014**

Ans. Animals do not have the desire to possess worldly things and thus, are satisfied with what they have. They live happily in their natural surroundings. However, humans desire to own as many things as possible and thus, are dissatisfied forever.

3 **What is the difference between animals and humans regarding their attitude towards sin and God?**

Or **Why do humans keep awake in the dark and weep for their sins while animals never do such things?**

Ans. In the poem, the poet states that animals are simple and innocent creatures who commit no sins. Therefore, they do not have to worry about forgiveness from God. However, humans commit sins of greed, possession etc. As a result, they can't sleep peacefully all night and pray to God for forgiveness.

4 **Explain "No One kneels to another... Not one is respectable ..."**

Ans. In the poem 'Animals', "No one kneels to another... Not one is respectable..." refers to the good values possessed by animals.

It states that there is no concept of respect or insult among animals. They are all equal and don't get involved in unnecessary activities and formalities.

5 **What is the relevance of 'tokens' in the poem 'Animals'? Who brings them to the poet?**

Or **Why does the poet say "They bring me tokens of myself"? Who owns those tokens?**

Ans. In the poem 'Animals', the poet states the animals bring him/show him 'tokens' of himself. Tokens here refers to the good virtues which includes satisfaction, self-containment, innocence, etc. The poet believes that these virtues were present in both humans and animals but humans have forgotten them. Animals still retain these tokens or virtues and remind the poet about them.

6 **What message does the poet Walt Whitman want to give through this poem?**

Ans. Through the poem, 'Animals', the poet Walt Whitman wants to convey the message of superiority of animals over humans. In the poem, the poet states that with advancement, humans have forgotten all the nobel virtues. They have degraded themselves while animals still retain those noble virtues. So, they appear to be noble as compared to humans.

7 **What is the central idea of the poem, 'Animals' ?** **CBSE 2020**

Ans. In the poem animals, Walt whitman frankly tells that he feels more comfortable with animals rather than humans. According to him, humans have become corrupted and had lost all the good values of kindness, equality and peace. Animals have yet retained all the positive values and thus are superior to humans.

Long Answer (LA) Type Questions

[5 Marks each]

1 **Why do you think the poet has called the desire to own things, as a mania? Is the poet right in doing so? Write your own views.**

Ans. In the poem 'Animals', the poet uses the word 'mania' to refer to the never-ending desire of human beings to possess things.

According to the poet, humans desire to possess as many things as possible and thus, never get satisfied. The acquisition of material things is a rat race in which all human beings participate forever. The more a human gets, the more he/she desires. There is no end to their greed.

Yes, the poet is right in doing so. The greed/desire to possess things drives all humans mad. They madly try to acquire more and more but are never satisfied. So the poet states, animals are better than humans. They do not have any desire to possess physical things and are happy with what they have. Unlike animals, humans always worry and complain. Thus, the poet is right in calling the desire to own things as a mania.

2 **"Human beings are called the most civilised species in the entire world. But sometimes they lack the virtues which are better exhibited by the animals." Elucidate with reference to the poem 'Animals'.**

Ans. Human beings are called the most civilised species in the entire world, yet they lack good virtues. Human beings are devoid of virtues of being respectable, happy, self contained and calm. In the poem 'Animals', the poet believes that it is with civilisation that humans have lost their true nature. They have become selfish, jealous, restless, unhappy and greedy creatures. They always complain about their lives, cry over their sins and discuss their duty to God. They have become false to their true identity.

Unlike humans, animals are peaceful, self-contained, and happy. They are satisfied with their lives. They do not have the mania of owning things nor do they have the concept of respect or insult. Animals, thus retain all those good virtues that were present even in humans, very long time ago.

3 The key to happiness is 'Do not complain but accept the situation'. Elaborate it in the context of the poem 'Animals'. **CBSE 2015**

Ans. It is true that the key to happiness is 'Do not complain but accept the situation.' The poet, Walt Whitman in the poem 'Animals' justifies the given statement. In the poem, animals are compared to human beings to highlight the differences between them. On the basis of their characteristics of happiness, equality, simplicity and many more 'tokens', animals have been ranked much superior and nobler to humans.

The poet explains his belief by stating that animals are simple creatures who never complain about their situations. They have accepted their natural surroundings and thus, are happy and satisfied with their lives. Humans, on the other hand, have never accepted nature. They are always complaining about it and so, try to change it. Thus, they lead an unhappy life. The ever increasing expectations of human beings and their demanding, greedy and selfish nature leads to their unhappiness.

Self Assessment

Extract Based Question

Read the following extract carefully and answer the questions that follow.

1 They do not sweat and whine about their condition,
They do not lie awake in the dark and weep for their sins,
They do not make me sick discussing their duty to God,

(i) 'They' here is referred to
(a) human beings
(b) ancestors
(c) all creatures
(d) animals

(ii) Irrespective of their condition, they don't
(a) cry
(b) complain
(c) pray
(d) worry

(iii) The animals do not cry or weep over their
(a) failures
(b) loss of money
(c) ancestors
(d) sins

(iv) What does the expression 'make me sick' imply?
(a) Happy
(b) Irrited and angry
(c) Excited
(d) Sad and gloomy

(v) In the world of animals no one is
(a) materialistic
(b) egoistic
(c) greedy
(d) respectable or unhappy

Short Answer (SA) Type Questions

2 Why does the poet say "Did I pass that way huge times ago and negligently drop them?"

3 Why does the poet become sick when one discusses one's duty to God?

Long Answer (LA) Type Question

4 Is the poet right in picturing humans in so many negative colours? Do you think humans are like that or are they better?

CHAPTER

08

The Trees

by Adrienne Rich

Central Idea of the Poem

The poem 'The Trees' by Adrienne Rich shows the conflict between man and nature. With the growth and development of society, human beings have used nature for their own benefit and caused a lots of harm to natural environment. The poet wants to give the message that the presence of few trees inside our homes does not give us the feeling of nature. Real nature is outside, in the forests that we have destroyed. The poem tells us how the trees want to break free from the walls that humans have put around them and go out into the forest.

Explanation of the Poem

Stanza 1

The trees inside are moving out into the forest,
the forest that was empty all these days
where no bird could sit
no insect hide
no sun bury its feet in shadow
the forest that was empty all these nights
will be full of trees by morning.

Word Meaning

Bury – covered so that it is not visible

Explanation In these lines, the poet has used her imagination by saying that the trees are moving but actually the trees are not moving.

The poet says that the trees in her house are moving outside into the forest which was empty for a long time. These trees are cut from the forests and kept into the houses for creating a false impression of nature or for decoration. As the forests were empty, so no birds could sit on the branches of the trees, no insect could hide themselves in the trees and the sunlight could not be covered by the shadow of the trees.

The poet says that as the trees are moving out, the forests which were empty all these nights will be full of trees by the morning.

Stanza 2

All night the roots work
to disengage themselves from the cracks
in the veranda floor.
The leaves strain toward the glass
small twigs stiff with exertion
long-cramped boughs shuffling under the roof
like newly discharged patients
half-dazed, moving to the clinic doors.

Word Meanings

Disengage – get free; **Strain** – make a lot of effort; **Twigs** – branches; **Stiff** – hard; **Exertion** – pressure; **Cramped** – shrunk; **Boughs** – larger branches of a tree; **Shuffling** – slow dragging motion without lifting feet, changing place; **Half-dazed** – half- shocked/ half asleep

Explanation In these lines, the poet says that it seems like the trees work silently in the night in order to get free from the boundaries of the house. The roots of the trees work all night to free themselves through the cracks on the veranda floor.

The leaves of the trees try very hard to put a lot of pressure on the window glass so that they could break it and go outside. The small twigs (the topmost parts of the branches) have become very hard due to applying too much pressure to free themselves.

The larger branches of the trees have shrunk and had bent because of being inside the walls and under the roof, where they cannot grow much. They try to move outside slowly from there and look like newly discharged patients from a clinic, who are half-shocked on coming out into the outside world.

Stanza 3

I sit inside, doors open to the veranda
writing long letters
in which I scarcely mention the departure of the
forest from the house.
The night is fresh, the whole moon shines in a sky
still open
the smell of leaves and lichen
still reaches like a voice into the rooms.

Word Meanings

Scarcely – hardly; **Lichen** – crusty patches on tree trunks

Explanation The speaker, who could be the poet herself, sits in her house. The doors of her house open to the veranda. The poet is writing long letters in which she hardly mentions the departure of trees from the house.

The poet says that the night is fresh and the whole moon is shining in the open sky. The smell of leaves and lichen reaches the poet like a voice coming from the rooms of the house.

Stanza 4

My head is full of whispers
which tomorrow will be silent.
Listen. The glass is breaking.
The trees are stumbling forward
into the night. Winds rush to meet them.
The moon is broken like a mirror,
its pieces flash now in the crown
of the tallest oak.

Word Meanings

Stumbling – falling over; **Flash** – shine; **Crown** – topmost point; **Oak** – the name of a tree

Explanation The speaker listens to the sounds coming from the leaves and lichens on the trees. These sounds will not be present on the next day as the trees will have moved out into the forest in the night. The poet can hear the glass breaking. As the glass breaks, the trees hurry to go outside. In their hurry, they fall on each other and get stuck at different places. As the trees go in the open, it seems that the wind is rushing or moving fast towards them to meet them.

After going out into the forest, the tall trees stand straight in the forest. Its branches cover the moon due to which it looks like a broken mirror. The broken pieces of the moon seems like a crown of the tallest oak tree.

Poetic Devices Used in the Poem

Simile When comparison is made between two words using 'like' or 'as'.

- Like newly discharged patients.
- Still reaches like a voice into the rooms.
- The moon is broken like a mirror.

Imagery Imagery means to use figurative language to represent objects, actions and ideas in such a way that it appeals to our physical senses.

- Its pieces flash now in the crown of the tallest oak.

Personification When human characteristics are attributed to non-humans.

- "Sun bury its feet in shadow."
- "Leaves strain toward the glass."

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers).

Thinking about the Poem (Page 100, 101)

1 (i) Find, in the first stanza, three things that cannot happen in a treeless forest.

(ii) What picture do these words create in your mind: "... sun bury its feet in shadow..."? What could the poet mean by the sun's 'feet'?

Ans. (*i*) *The three things that cannot happen in a treeless forest, as mentioned in first stanza are*

(a) No birds can sit on trees.

(b) No insect can hide in trees.

(c) Sunlight cannot be covered under the shadow of the trees.

(*ii*) The picture that these words create in our minds is that if there are no trees, the rays of the sun fall directly to the ground. If there is a forest with trees, then the sun rays are covered by the shadow of the trees.

The sun's 'feet' refers to the rays of the sun or sunlight that fall on the Earth.

2 (i) Where are the trees in the poem? What do their roots, their leaves and their twigs do?

CBSE 2017

(ii) What does the poet compare their branches to?

Ans. (*i*) In the poem, the trees are in the poet's house.

The roots of the trees work all night to release themselves from the cracks in the veranda floor.

The leaves try very hard to move towards the window glass and put a lot of pressure on it so that it breaks and they free themselves.

The small twigs (branches) have become very hard due to applying a lot of pressure to free themselves.

(*ii*) The poet compares the branches to newly discharged patients from a clinic. The larger branches of the trees become cramped (bent) because of being inside the walls and under the roof as they cannot move. When they get free, they move hurrily outside due to which they fall on each other.

While doing so, they look half-shocked like the patients, who wait for a long time to get out from a clinic.

3 (i) How does the poet describe the moon: (a) at the beginning of the third stanza and (b) at its end? What causes this change?

(ii) What happens to the house when the trees move out of it?

(iii) Why do you think the poet does not mention "the departure of the forest from the house" in her letters?

Could it be that we are often silent about important happenings that are so unexpected that they embarrass us? Think about this again when you answer the next set of questions.

Ans. (*i*) (a) At the beginning of the third stanza, the poet says that the whole moon is shining in the open sky.

(b) At the end of the poem, the poet describes that the moon breaks into pieces like a broken mirror and seems like a crown on the top of the tallest oak tree.

The cause of this change is that as the trees move outside, their branches cover some parts of the moon due to which it can be seen only in parts. This is why it seems that the moon has broken into pieces.

(*ii*) When the trees moves out of the house, the glass on the windows will break. In addition, the house will go completely silent as the smell of the leaves and lichens which was coming from the rooms like a voice will no longer be smelt or heard.

(*iii*) The poet does not mentions about 'the departure of the forest from the house' in her letters probably because she is both puzzled (shocked) and embarrassed at the sudden happening. She did not expect the forest to move out of the house one day.

Or The poet does not mentions about 'the departure of the forest from the house' in her letters because it is a part of human nature to remain quite or ignore important matters of life. Even after knowing the importance of trees, human beings cut it for decorative purposes.

The unexpected movement led the poet to the realisation of the natural habitat of trees, i.e. forests. Thus, she is embarrassed and does not mention the departure in her letters.

4 Does the poem present a conflict between man and nature? Compare it with '*A Tiger in the Zoo*'. Is the poet suggesting that plants and trees, used for 'interior decoration' in cities while forests are cut down, are 'imprisoned' and need to 'break out'?

Ans. Yes, the poem 'The Trees' presents a conflict between man and nature. According to the poem, man is responsible for the degradation of nature. He uses nature for his own benefit without thinking of its consequences.

Not only trees, but man is also endangering animals. The poem 'A Tiger in a Zoo' by Leslie Norris also presents a conflict between man and nature. In this poem, a tiger who should have been living free is caged.

Both plants and animals have come under the mercy of man who has no value for them. Man has not only enslaved animals but also imprisoned the trees and plants within the walls of his house. He cuts forests and uses trees as ornaments/ decoration for his house. As a result, the trees revolt.

The poem 'The Trees' thus presents the need of trees to break out of the enclosed spaces and live in their natural habitats i.e. forests.

Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and answer the questions that follow.

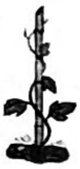
1 All night the roots work to disengage
themselves from the cracks in the veranda
floor. The leaves strain toward the glass small
twigs stiff with exertion long-cramped
boughs shuffling under the roof
like newly discharged patients
half-dazed, moving to the clinic doors.

(i) Choose the option that lists the examples of exertion.

1. Neha had been up all-night keeping accounts and now she's resting.
2. Swati was running for five miles non-stop last evening.
3. Hemant is watching his favourite show and having snacks.
4. Sachin helped a senior citizen board a flight in the morning.

(a) 1, 2 (b) 2, 3 (c) 3, 4 (d) 1, 4

(ii) Choose the image that represents the main object of the extract literally.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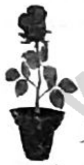
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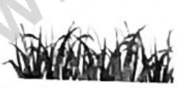
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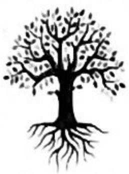
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(a) Option (1) (b) Option (2)
(c) Option (3) (d) Option (4)

(iii) Choose the correct option that mentions the correct poetic device against the correct example.

(1)	**simile**	long-cramped boughs
	metaphor	like newly discharged patients
(2)	**personification**	small twigs stiff with exertion
	simile	like newly discharged patients
(3)	**refrain**	under the roof
	simile	leaves strain toward the glass
(4)	**personification**	like newly discharged patients
	refrain	half-dazed, moving

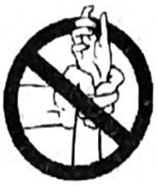
(a) Option (1) (b) Option (2)
(c) Option (3) (d) Option (4)

(iv) *Long-cramped* and *half-dazed* are combination of two words joined together to form compound words.
Choose the option that DOES NOT correctly fit the definition of the same.

1. Discharged
2. Backstage
3. Comeback
4. Toward
5. knighthood

(a) 1, 3, 5 (b) 2, 3, 4
(c) 2, 3, 5 (d) 1, 2, 4

(v) Choose the option listing the image that the poem metaphorically represents.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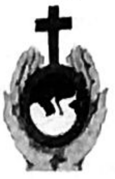
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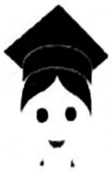
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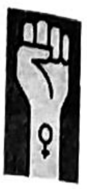
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(a) Option (1) (b) Option (2)
(c) Option (3) (d) Option (4)

Ans. (i) (a) 1, 2 (ii) (c) Option 3
(iii) (b) Option (2) (iv) (c) 2, 3, 5
(iv) (d) Option 4

2 I sit inside, doors open to the veranda
writing long letters
in which I scarcely mention the departure
of the forest from the house.
The night is fresh, the whole moon
shines in a sky still open ...

(i) The poet talks about the house as
(a) a safe sanctuary from predators.
(b) a place of confinement.
(c) a representation of family.
(d) a concrete alternative to a natural on

(ii) The poet uses the indefinite article for 'sky' instead of the definite one. This is so because the poet is referring to
(a) the ceiling of the verandah as 'a sky' versus the door kept open, being 'the sky'.
(b) some part of the sky still left open for women to explore, away from limitations set by patriarchal norms.

(c) the opportunities symbolised by an open sky outside can be utilised by a single woman.

(d) The portion of the sky bathed in moonlight versus the part that is still dark.

(iii) The extract uses 'open' twice, suggesting different meanings. Pick the option that lists the correct meanings, respectively.

(a) Entry point-vastness

(b) Ssharing a common space-great view

(c) Allowing access and vision-expanse of space

(d) Advantage-obstacles ahead.

(iv) Choose the option that DOES NOT state the meaning of the underlined word. '*I scarcely* *mention*...'

(a) tactfully

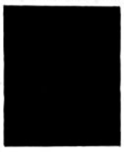
(c) barely (d) only just

(v) Choose the option that correctly depicts the imagery in the last two lines of the extract.

(1)

(2)

(3)


(4)

(a) Option (1)

(b) Option (2)

(c) Option (3)

(d) Option (4)

Ans. (i) (b) a place of confinement.

(ii) (b) some part of the sky still left open for women to explore, away from limitations set by patriarchal norms.

(iii) (c) allowing access and vision-expanse of space

(iv) (a) tactfully

(v) (c) Option (3)

3 My head is full of whispers
which tomorrow will be silent.
Listen. The glass is breaking.
The trees are stumbling forward
into the night. Winds rush to meet them.
The moon is broken like a mirror,
its pieces flash now in the crown
of the tallest oak. **CBSE 2016**

(i) The speaker is listening to the sound of

(a) leaves (b) lichens

(c) Both (a) and (b) (d) crow

(ii) Whose whispers are mentioned here?

(a) Of trees

(b) Sound of wind blowing

(c) Both (a) and (b)

(d) None of the above

(iii) Why are tree stumbling forward?

(a) Want to move out

(b) Have grown big

(c) Can't be contained inside the house

(d) Both (b) and (c)

(iv) Which word is synonym of 'slip' or 'loose one's balance'?

(a) Muddle (b) Rush

(c) Stumble (d) Flash

(v) Which poetic device has been used in the line 'The moon is broken like a mirror'?

(a) Metaphor (b) Alliteration

(c) Simile (d) Personification

Ans. (i) (c) Both (a) and (b)

(ii) (c) Both (a) and (b)

(iii) (d) Both (b) and (c)

(iv) (c) Stumble

(v) (c) Simile

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Short Answer (SA) Type Questions

[2/3 Marks each]

1 Why are the trees moving outside?

Ans. The trees are moving outside because they want to set themselves free from the walls that humans have put around them. They belong to the forest and that's why they are making efforts to go there.

2 What changes would the departure of the trees from the house bring to the forest?

Ans. The departure of the trees from the house to the forest would result in the birds sitting on their branches again, insects hiding in them and the sun hiding its rays in the trees' shadows. The empty forest will become full of trees and there will be a balance in nature.

3 Why are the trees described in the first stanza not useful for birds or insects?

Ans. The trees described in the first stanza are not useful for birds or insects because they are decorative plants. Such ornamental plants/trees are kept in the house in the form of sculptures, paintings or picture. Therefore, they do not serve nature. Birds cannot sit on their branches and insects cannot hide in them.

4 What efforts do the trees make to get free?

Or Describe the struggle of the roots, leaves, small twigs and long boughs to free themselves and break open the artificial barriers created by man.

Ans. In the poem, the trees and its roots, leaves, small twigs and long boughs put in a lot of efforts to break the artificial barriers created by man. The roots of the tree struggle all night to break free from the cracks of the veranda floor.

The leaves exert (put) a lot of pressure on the window glass to break them and the small twigs have become hard due to applying a lot of pressure to free themselves. The boughs (large branches) of the trees have shrunk and bent due to being inside the walls and under the roof. They are also trying to break open the roof and come out of the house.

5 What are the whispers that fill the head of the poet?

Ans. The whispers that fill the head of the poet are of the smell of the leaves and lichen that reaches her like voices into the rooms of the house. These voices/ whispers represent the silent struggle of the trees to free themselves from man. Trees are now struggling/ revolting to move to the forests i.e. their natural habitat.

6 How is the night when the forests depart from the house? What are the changes that the poet expects to take place during the night/by the morning?

Ans. When the forests depart from the house, the night outside is fresh. The sky is clear with the whole moon shining brightly. The poet expects that during the night the trees will move out of the house. So, by the morning, the trees will cover the forests that were treeless.

Long Answer (LA) Type Questions

[5 Marks each]

1 The trees in the poem stretch out their branches, break barriers and struggle hard to move out in the open in their natural environment.
Analyse the efforts that one puts in to break away captivity and strive for freedom.
CBSE 2013

Ans. A lot of efforts are put in to break away from captivity and to enjoy freedom. For anyone, freedom is much more important than any kind of comfort, growth or development. Even if we have all the riches in the world but no freedom, we do not really have anything. Freedom is essential for all living beings be it man, a bird or trees. All beings strive for freedom and are happiest when free.

Any kind of compromise against freedom, then, is met with struggle. In the poem, 'The Trees', the poet Adrienne Rich presents the intensity of the efforts put in by the trees to break away from the bondage of man.

All parts of a tree, be it roots, leaves, small twigs and its long boughs stretch out to the maximum to break away from the enclosed walls of the house. They struggle hard to move out of the house, into the open-natural environment, to their natural habitat, i.e. forests.

Similar efforts are put by man and all other living species. One can look at the freedom struggle of countries all around the world. Not only do they do everything within their limits but people also give their lives for freedom. Therefore, one can say that freedom is gained after a lot of efforts.

2 A conflict between man and nature is depicted in this poem. Man is disregarding the natural growth of plants and trees. In total confinement, nature also rebels against civilisation and becomes destructive. Elaborate with reference to 'The Trees'.

Ans. In the conflict between man and nature, man has caused much harm to nature. With civilisation, man has learnt to acquire a lot of material goods but has forgotten the importance of nature. He has cut large forest and done several other such acts in its pursuit of progress. Man judges nature to be weak. However, nature is powerful. It rebels/struggles against man and destroys what man has created. The poem, 'The Trees', presents this powerful revolt of nature against man. In the poem, the trees destroy the house. The window glass is broken and the floor of the veranda is cracked. The house that is decorated by man using the trees is destroyed by the same trees.

Man must understand that, no matter how powerful he is, he can never overpower nature. The real power lies with nature. Any attempt to control or confine nature, will end in failure. Nature will revolt and will destroy everything to teach man his limits. It will strike back at man and remind him that, by spoiling nature, man is inviting a threat to his peaceful existence.

3 **What message does Adrienne Rich want to convey through the poem, "The Trees"?** **CBSE 2020**

Ans. In her poem, 'The trees', the poet Adrienne Rich highlights the importance of trees and tries to give a message of afforestation. Without trees, the birds would not have a place to sit, insects will have no place to hid and the sun would not be able to bury its feet (the sunrays) in the shadows.

When the trees are saplings, we enjoy the beauty of plants as they adorn the surroundings. But slowly the tree grows.

It spreads its roots, its branches and leaves and seems to yearn to go outside where it can live and grow without any restrictions. The trees, then, lose all their beauty inside the house which they decorate. The trees when outside serves many purposes. It becomes a space wherein all other natural species of plants, animals, birds, insects etc. can survive. It is welcomed into nature by the strong winds and the moon.

The author hereby emphasizes that trees, need to be kept alive, but should not be 'imprisoned' inside the house as they look more beautiful outside. They tend to thrive outdoor where they actually belong.

Self Assessment

Extract Based Question

Read the following extract carefully and answer the questions that follow.

1
The trees inside are moving out into the forest,
the forest that was empty all these days
where no bird could sit no insect hide
no sun bury its feet in shadow

(i) Why was the forest empty?
- (a) Due to wild animals
- (b) Absence of other creatures
- (c) Cutting down of trees
- (d) Due to fire

(ii) Which things can not happen in a treeless forest?
- (a) Sunlight never disappear
- (b) Birds have no place to sit
- (c) No hiding place for insects
- (d) All of the above

(iii) What types of plants are mentioned in the poem?
- (a) Painted plants
- (b) Real plants
- (c) Decorative plants
- (d) Both (a) and (c)

(iv) Which word in the stanza is antonym of 'excavate'?
- (a) Inside
- (b) Out
- (c) Bury
- (d) Empty

(v) What happens to sun in absence of trees?
- (a) It shines all over
- (b) Rays fall directly all over
- (c) Both (a) and (b)
- (d) None of the above

Short Answer (SA) Type Questions

2 What happens to the sun when the trees move out?

3 Do you think the poet is happy about the trees moving out of her house?

Long Answer (LA) Type Question

4 Do you think that trees are right in asserting their freedom and breaking the boundaries of the house? Is it important? Why?

CHAPTER

09

Fog

by Carl Sandburg

Central Idea of the Poem

In this poem, the natural phenomenon of 'fog' is described. The poet beautifully compares the coming and disappearing of the fog to a cat. The cat also comes to a place and disappear silently. Similarly no, one notices and get disturbed by the coming and disappearing of the fog.

Explanation of the Poem

The fog comes
on little cat feet.
It sits looking
over harbour and city
on silent haunches
and then, moves on.

Word Meanings

Harbour – port (a place where the ships load and unload goods); **On silent haunches** – sitting with knees bent

Explanation The poet says that the fog comes silently like a cat that comes on its little feet. Further, the poet says that, just like a cat sits silently by folding her knees and looks around the nearby places and things, the fog also sits over the harbour and the city covering everything. Then, after sometime just like the cat moves on silently, the fog also disappears from the harbour and the city quietly.

Poetic Devices Used in the Poem

Analogy Metaphor/Personification Comparison of fog to a cat

Rhyme Scheme No rhyme. The poem is in free verse.

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Thinking about the Poem (Page 115)

1 (a) What does Sandburg think the fog is like?

(b) How does the fog come?

(c) What does 'it' in the third line refer to? **CBSE 2012**

(d) Does the poet actually say that the fog is like a cat? Find three things that tell us that the fog is like a cat.

Ans. (a) Sandburg (the poet) thinks that the fog is like a cat.

(b) The fog comes silently like a cat on its small feet.

(c) 'It' in the third line refers to fog.

(d) The poet does not actually say that the fog is like a cat, but he uses the metaphor of a cat for comparison.

Three things that tell us that the fog is like a cat are

(i) It comes silently in the same manner like a cat comes on its small feet.

(ii) Lines 3, 4 and 5 of the poem compare the fog with a cat that sits by folding its knees and looks around the nearby places silently.

(iii) In the last line, the fog moves on quietly just like a cat.

2 You know that a metaphor compares two things by transferring a feature of one thing to the other.

(a) Find metaphors for the following words and complete the table below. Also try to say how they are alike. The first is done for you.

Storm	Tiger	Pounces over the fields, growls
Train		
Fire		
School		
Home		

Ans.

Storm	Tiger	Pounces over the fields, growls
Train	Snake	Long rope like body
Fire	Sun	Symbol of power
School	Temple	Teaches moral values, virtues
Home	Shelter	Safety, warmth

(b) Think about a storm. Try to visualise the force of the storm, hear the sound of the storm, feel the power of the storm and the sudden calm that happens afterwards. Write a poem about the storm comparing it with an animal.

Ans. For self-attempt

3 Does this poem have a rhyme scheme? Poetry that does not have an obvious rhythm or rhyme is called 'free verse'.

Ans. This poem does not have a rhyme scheme, as the lines in the poem do not end with like sounds. In this poem, there is no pattern of similarity in the sounds of the ending words of any of the lines. Such a poem is called free verse.

Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extract carefully and answer the questions that follow.

1 The fog comes on little cat feet.
It sits looking over harbour and city
on silent haunches and then moves on.

(i) Choose the option with qualities of the cat that Carl Sandburg applies to the fog?

1. Cats are independent animals, they don't follow rules, they slip and slide in and out of our lives as they please.
2. Cats are distrustful of strangers and can be jealous and moody.
3. Cats are stealthy, moving in slow motion at times and they appear to be moving in a mysterious fashion.
4. Cats often communicate with a combination of a distinctive sound and body language.
5. Cats like to move on at their own pace and before you know it, they've disappeared.

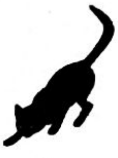
(a) Only 1
(b) 2, 3 and 4
(c) 1,3 and 5
(d) Only 4

(ii) Which one/s of the following applies to the given lines?

1.	Personification is a literary device where you give an animal, object or natural phenomenon, qualities or abilities that only a human can have.	2.	Transferred epithet a literary device when an adjective usually used to describe one thing is transferred to another.
3.	Imagery is the language used by poets, and writers to create visual representation of ideas in the minds of the readers.	4.	Oxymoron is a figure of speech in which contradictory terms appear side by side.

(a) 1 and 4
(b) 2 and 3
(c) Only 1
(d) Only 3

(iii) Pick the option that includes an image of the cat on its haunches.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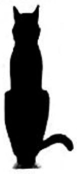
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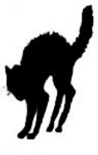
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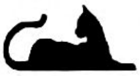
(4)

(a) Option (1)
(b) Option (2)
(c) Option (3)
(d) Option (4)

(iv) Choose the option that DOES NOT list movement of the fog.

1.	It stole in on us like a foot-pad Somewhere out of the sea and air...-E.J. Pratt	2.	The fog it tricks the eye The wonder of the veil of white Under the clear blue sky.-K.C.Cox
3.	A fog drifts in, the heavy-laden Cold white ghost of the sea-Sara Teasdale	4.	... comes gliding, rolling in at ground level, pressing its white featureless face against... -R.H.Grenville

(a) Option 1
(b) Option 2
(c) Option 3
(d) Option 4

(v) The poet has used short lines to compose the given poem. Choose the option that lists the most appropriate explanation for the same.

(a) By keeping the lines short, the poet keeps the liberty in stepping away from rule, traditional form, logic, or fact, in order to produce a desired effect.
(b) By keeping the lines short, the poet wants the reader to omit some parts of a sentence, which gives the reader a chance to fill the gaps while reading it out.
(c) By keeping the lines short, the poet wants to introduce ambiguity or contradiction into an otherwise straightforward sentence.
(d) By keeping the lines short, the poet is controlling the pace to make the reader slow down thereby reflecting the slow rolling in of the fog.

Ans. (i) (c) 1,3 and 5
(ii) (d) Only 3
(iii) (b) Option 2
(iv) (b) Option 2
(v) (d) By keeping the lines short, the poet is controlling the pace to make the reader slow down thereby reflecting the slow rolling in of the fog.

Short Answer (SA) Type Questions

[2/3 Marks each]

1 How does the poet compare fog to a cat?

Ans. The poet compares the fog to a cat because of similarity in their movements. The silent steps of a cat and the way it sits by folding its knees are both very similar to the way fog comes and surrounds the city and harbour and looks over it.

2 What image does the poet give to the fog? What are the similarities between that image and fog?

Ans. The poet looks at fog as a living creature and compares it to a cat. The fog covers a place suddenly and disappears in the same manner just like the coming and going of a cat.

The fog remains over any area like a cat sitting by folding her knees. Just like a cat who cannot sit and relax in one place, the fog is also a temporary visitor to a place. Both move on after some time.

3 The poem 'Fog' states/presents fog, as full of opposite forces. Do you agree? Justify your answer.

Ans. Yes, I agree that the poem 'fog' presents fog as full of opposite forces. In the poem, fog is conceived to come and go quietly and silently like a cat. In contrast to this secretive nature, fog is overpowering. It spreads over to the harbour and looks very carefully at the whole cityscape.

Long Answer (LA) Type Questions

[5 Marks each]

1 Difficulties come but they do not stay forever. They come and go. Comment on this statement by referring to the poem 'Fog'.

Ans. In the poem 'fog', the poet presents the natural phenomenon of fog as a temporary visitor. It comes like a cat, looks/spreads over the harbour and city and soon leaves the place.

In other words, it leaves as quietly as it comes. It does not stay at a place and trouble anyone permanently.

Difficulties are also similar to fog. Just like fog, difficulties are temporary. They come in life but do not stay forever.

They also come and go like fog. Difficulties leave people hopeless and shattered. Often people give up and lose all their confidence in difficult situations.

It takes a lot of courage to face problems and solve them. In such a scenario, one must remember the inherent temporary nature of difficulties. One need not be hopeless or lose courage but rather think of it as fog which will disappear soon.

2 Nature has many wonders that people take for granted and never pay attention towards it. How is the poem 'Fog' different from this perspective?

Ans. Nature has many wonders and beauties. It is full of mysterious and fascinating sceneries and phenomenon. However, man has taken it for granted. They never pay any attention to it.

The poet of the poem 'Fog', Carl Sandburg differs in this perspective. He is a poet who is amazed at the wonders of the beautiful nature. He takes utmost pleasure in nature and its phenomenon.

One such natural phenomenon that captures his attention is fog. He is so amazed by fog that he not only wrote about it but also thought of its resemblance with other things. On close attention, he found the fog similar to a cat. He even describes this resemblance (the way a cat moves and sits) in his poem 'fog'. The fact that such a resemblance was found by the poet shows how connected he is to nature that others have taken for granted. The poem, then, acts as a motivation for people who do not pay any attention to nature, to find interesting similarities in everyday life.

Self Assessment

Extract Based Question

Read the following extract carefully and answer the questions that follow.

1 The fog comes
on little cat feet.
It sits looking
over harbour and city
on silent haunches
and then moves on.

(i) Why poet has compared fog with cat?
(a) Both walk or enter silently.
(b) Both are unpredictable.
(c) Both are independent.
(d) All of these.

(ii) What sits looking over horbour and city?
(a) The cat
(b) The visitor
(c) The fog
(d) None of these

(iii) What is the theme of the poem?
(a) nature
(b) Silent fog
(c) Uncaring attitude of nature
(d) None of these

(iv) Find a word from the passage which means "an area of water on the coast protected from the open sea by strong walls's".
(a) Island
(b) harbour
(c) City
(d) All of these

(v) Which poetic device has been used in the line? It sits looking over
(a) Simile
(b) Metaphor
(c) Paradox
(d) Alliteration

Short Answer (SA) Type Question

2 On what grounds does the poet compare the fog to a cat?

Long Answer (LA) Type Question

3 With what other things does the fog can be compared to? Give reasons for your comparison.

CHAPTER

10

The Tale of Custard the Dragon

by Ogden Nash

Central Idea of the Poem

'The Tale of Custard the Dragon' is a funny poem (ballad) that tells the story of a girl named Belinda and her four pets. The central character in the story is Belinda's pet dragon, Custard who is described as a coward. However, when a real danger comes, all the pets run away except Custard. Custard shows courage and bravery at the right moment and saves everyone's life.

Explanation of the Poem

Stanza 1

Belinda lived in a little white house,
With a little black kitten and a little grey mouse,
And a little yellow dog and a little red wagon,
And a realio, trulio, little pet dragon.

Word Meanings

Wagon – a carriage, a cart; **Realio** – really (used in the poem for effect); **Trulio** – truly (used in the poem for effect).

Explanation Belinda lived in a little white house with her four pets – a little black kitten, a little grey mouse, a little yellow dog, and a little dragon. She also had a little red wagon. In the last line of the stanza, 'realio' and 'trulio' are used by the poet as an expression for the little dragon meaning 'really' and 'truly respectively.

Stanza 2

Now the name of the little black kitten was Ink,
And the little grey mouse, she called him Blink,
And the little yellow dog was sharp as Mustard,
But the dragon was a coward, and she called him Custard.

Word Meanings

Sharp – intelligent; **Coward** – someone who is not brave and avoids danger, difficulty or pain

Explanation The name of the little black kitten was Ink and the name of the little grey mouse was Blink. The name of the little dog was Mustard because its colour was sharp and yellow as mustard. The dragon was a coward and Belinda called him Custard.

Stanza 3

Custard the dragon had big sharp teeth,
And spikes on top of him and scales underneath,
Mouth like a fireplace, chimney for a nose,
And realio, trulio, daggers on his toes.

Word Meanings

Spikes – a thin pointed structures on the body; **Scales** – small hard flat pieces of skin on the bodies of animals; **Fireplace** – the place where fire is burnt to keep the house warm; **Chimney** – a long pipe that opens on the roof to let out the smoke released from the fireplace; **Dagger** – small sword

Explanation Custard, the dragon has big sharp teeth, spikes on his top and scales on his stomach. His mouth has been compared to a fireplace because it is assumed by the poet that dragons can release fire from their mouth. His nose is compared to a chimney from which the smoke comes out. His toes are so pointed and sharp that they could cut anything like a dagger.

Stanza 4

Belinda was as brave as a barrel full of bears,
And Ink and Blink chased lions down the stairs,
Mustard was as brave as a tiger in a rage,
But Custard cried for a nice safe cage.

Word Meanings

barrel – drum (usually used for keeping liquids); **rage** – anger

Explanation In these lines, the poet compares the bravery of all the characters of the poem.

Belinda's bravery has been compared to the bravery of a group of bears. Ink and Blink, despite being so small in size, have the power to chase away lions down the stairs. Mustard's bravery has been compared with that of an angry tiger. But, Custard is completely opposite to all of them. He was a coward who always demanded a safe cage.

Stanza 5

Belinda tickled him, she tickled him unmerciful,
Ink, Blink and Mustard, they rudely called him Percival,
They all sat laughing in the little red wagon
At the realio, trulio, cowardly dragon.

Word Meanings

Tickle – to touch (a body part) lightly to cause laughter; **Unmerciful** – cruel; **Percival** – a warrior in king Arthur's court; **Rudely** – not in a civil manner or mannerlessly

Explanation Belinda used to tickle Custard cruelly. Ink, Blink and Mustard made fun of Custard by comparing him to Percival. Percival was one of the best knights of King Arthur's court who was known for his courage and bravery. All of them sat together in the little red wagon and made fun of Custard. They laughed at his cowardice (lack of bravery).

Stanza 6

Belinda giggled till she shook the house,
And Blink said Weeck!, which is giggling for a mouse,
Ink and Mustard rudely asked his age,
When Custard cried for a nice safe cage.

Word Meanings

Giggling – laughing

Explanation Belinda laughed a lot at the dragon. She laughed so hard that it seemed that the house was shaking due to her laughter. Blink, the mouse used to laugh and make a sound of 'Weeck'. Ink and Mustard rudely asked the dragon's age to make fun of him, while the dragon cried for a nice safe cage for himself.

Stanza 7

Suddenly, suddenly they heard a nasty sound,
And Mustard growled, and they all looked around.
Meowch! cried Ink, and Ooh! cried Belinda,
For there was a pirate, climbing in the winda.

Word Meanings

Nasty – unpleasant; **Growled** – the sound of growling as made by animals; **Pirate** – dacoit, robber; **Winda** – window

Explanation While all of them were busy making fun of the dragon, they heard an unpleasant sound from the house. Mustard, the dog started growling and they all looked around. Ink cried 'Meowch' and Belinda cried 'Ooh' as they saw a pirate climbing the window of the house.

Stanza 8

Pistol in his left hand, pistol in his right,
And he held in his teeth a cutlass bright,
His beard was black, one leg was wood;
It was clear that the pirate meant no good.

Word Meanings

Cutlass – a small sword with a slightly curved blade

Explanation The appearance of the pirate seemed very dangerous. He was carrying pistols in both hands and he was carrying a small sword between his teeth. He had black beard and his one leg was of wood. His looks made it very clear to the housemates that the pirate meant to harm the people and pets living there.

Stanza 9

Belinda paled, and she cried, Help! Help!
But Mustard fled with a terrified yelp,
Ink trickled down to the bottom of the household,
And little mouse Blink strategically mouseholed.

Word Meanings

Paled – became pale yellow due to fear; **Fled** – ran; **Yelp** – cry; **Trickled** – stepped down; **Strategically** – cleverly; **Mouseholed** – holes made by a mouse (it is not a word but has been made into a word to fit the rhyming scheme)

Explanation Belinda became pale with fear after seeing the pirate and cried for help. All her brave pets could not help her and everyone ran away from there. Mustard made a huge cry and ran away. Ink ran down towards the bottom of the house and Blink very smartly ran into his hole.

Stanza 10

But up jumped Custard, snorting like an engine,
Clashed his tail like irons in a dungeon,
With a clatter and a clank and a jangling squirm
He went at the pirate like a robin at a worm.

Word Meanings

Snorting – huge sound made through nose; **Clashed** – striked; **Dungeon** – an underground prison; **Clatter and a clank and a jangling** – sounds of two metals striking; **Squirm** – to move in a twisted manner; **Robin** – a bird.

Explanation When everyone ran away on seeing the pirate, it was the coward dragon, Custard, who came to rescue the Belinda and fought the pirate bravely.

He jumped in front of the pirate and made a loud and angry sound through his nose like an engine. He started to move his tail powerfully producing a sound like iron or metals striking in a dungeon (prison). With all these dangerous sounds, he followed the pirate like a bird follows a worm.

Stanza 11

The pirate gaped at Belinda's dragon,
And gulped some grog from his pocket flagon,
He fired two bullets but they didn't hit,
And Custard gobbled him, every bit.

Word Meanings

Gaped – stared with mouth wide open; **Gulped** – swallowed; **Grog** – wine; **Flagon** – a container made of silver in which drink is stored; **Gobbled** – swallowed

Explanation The pirate was shocked by the dragon's reaction. He stared at Belinda's dragon with his mouth open.

He drank some wine from a container that he carried in his pocket. The pirate then took out his pistol and fired two bullets at Custard. But, he failed to hit him. Finally, Custard swallowed or ate the pirate.

Stanza 12

Belinda embraced him, Mustard licked him,
No one mourned for his pirate victim
Ink and Blink in glee did gyrate
Around the dragon that ate the pirate.

Word Meanings

Embrace – to hug; **Licked** – to touch with tongue; **Mourned** – to grieve; **Glee** – happiness; **Gyrate** – make circular movements.

Explanation Everyone celebrated the death of the pirate. Belinda hugged Custard and Mustard licked him affectionally.

No one felt sorrow for the pirate's death. Ink and Blink started dancing in joy around the dragon who had eaten the pirate.

Stanza 13

But presently up spoke little dog Mustard,
I'd have been twice as brave if I hadn't been flustered.
And up spoke Ink and up spoke Blink,
We'd have been three times as brave, we think,
And Custard said, I quite agree
That everybody is braver than me

Word Meanings

Flustered – got nervous

Explanation The incident clarifies who is coward and who is brave. Mustard said that he would have been twice as brave as Custard if he had not been nervous. After this, Ink and Blink said that they would have been thrice as brave as the custard. Custard agreed and said that everybody there was braver than him.

Stanza 14-15

Belinda still lives in her little white house, with
her little black kitten and her little grey mouse,
And her little yellow dog and her little red wagon,
And her realio, trulio little pet dragon.
Belinda is as brave as a barrel full of bears,
And Ink and Blink chase lions down the stairs,
Mustard is as brave as a tiger in a rage,
But Custard keeps crying for a nice safe cage.

Explanation Stanza 14 and 15 are an almost repetition of Stanza 1 and 4. There is only one difference that stanza 1 and 4 present the condition of the housemates in the past and stanza 14 and 15 present their condition after the pirate incident. The situation has not changed at all. Everything has gone back to normal with Belinda and her three 'brave' pets making fun of the "cowardly", pet dragon.

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Poetic Devices Used in the Poem

Simile When comparison is made between two things using 'like' and 'as'.

- Mouth like a fireplace
- Sharp as Mustard
- Belinda as a brave as a barrel full of bears
- Snorting like an engine, etc.

Repetition When a phrase/line is repeated to emphasise something.

- a little
- Suddenly, suddenly they heard
- But Custard cried for a nice safe cage.
- a realio, trulio
- she cried Help! Help!

Metaphor When comparison is made between two different things without the use of 'like' and 'as'

- Nose for a Chimney

Personification When human qualities are given to objects or creatures who are not human.

- Ink, Blink, Mustard and Custard
  (These are Belinda's pet animals who are given the ability to speak just like a human)

Alliteration Repetition of the initial consonant sound in the same line

- And he held in his teeth

Onomatopoeia When a word is used to describe a sound

- Weeck
- Meowch

Rhyme Scheme

Every stanza of the poem has the rhyme scheme aabb except stanza 13. The rhyme scheme of stanza 13 is aabbcc.

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Thinking about the Poem (Page 132)

1 Who are the characters in this poem? List them with their pet names.

Ans. There are six characters in the poem. These include Belinda and her four pets, and a pirate. *Her pets are*

(i) A little black kitten, Ink

(ii) A little grey mouse, Blink

(iii) A yellow dog, Mustard

(iv) A dragon, Custard

2 Why did Custard cry for a nice safe cage? Why is the dragon called 'cowardly dragon'?

Ans. Custard cried for an nice safe cage because he was a 'coward' who wanted peace and safety.

He is called a 'cowardly dragon' because apart from him, all other pets are described as very brave. Belinda is as brave as a big group of bears, Ink and Blink can chase lions and Mustard is like an angry tiger.

Compared to all of them, the dragon demanded nice safe cage so it is called 'Cowardly dragon'.

3 "Belinda tickled him, she tickled him unmerciful..." Why?

Ans. Belinda tickles her pet dragon, Custard quite cruelly. She does so because she want to excite Custard as he was a lazy dragon. In addition, it amused her. She along with her other pets laughed at the dragon's Makness (cowardness).

4 The poet has employed many poetic devices in the poem. For example "Clashed his tail like iron in a dungeon" — the poetic device here is a simile. Can you, with your partner, list some more such poetic devices used in the poem?

Ans. In the poem, 'The Tale of Custard, the Dragon', the poet has used a lot of poetic devices. *Following are some of the devices used*

(i) **Simile** Mouth like a fireplace.

(ii) **Repetition** The repetitive use of the word 'little' in stanza 1.

(iii) **Onomatopoeia** Use of sound words such as 'weeck' and 'meowch'.

(iv) **Metaphor** Use of comparison such as 'Nose for a Chimney'.

5 Read stanza three again to know how the poet describes the appearance of the dragon.

Or What did Custard look like? **CBSE 2016**

Ans. Stanza three of the poem 'The Tale of Custard the Dragon' describes the physical appearance of the dragon. Custard, the dragon has big sharp teeth. He has spikes on top and scales underneath him. His mouth is like a fireplace and his nose is like a chimney. He has daggers on his toes.

6 Can you find out the rhyme scheme of two or three stanzas of the poem?

Ans. The rhyme scheme of the poem is 'aabb'.

7 Writers use words to give us a picture or image without actually saying what they mean. Can you trace some images used in the poem?

Ans. Writers always use such phrases and words that do not tell us directly about what they mean but always give us an indication of the meaning. Such words or phrases are used to trigger our own imagination in painting the picture that they mean. Use of such images in the poem are 'mouth like a fireplace', 'chimney for a nose', 'brave as a barrel full of bears', 'brave as a tiger in a rage', 'went at the pirate like a robin at a worm', etc.

8 Do you find 'The Tale of Custard the Dragon' to be a serious or a light-hearted poem? Give reasons to support your answer.

Ans. 'The Tale of Custard the dragon' is a very light hearted funny poem that is meant to be enjoyed by everyone. The fixed rhyme scheme and the use of wrong spelling to maintains and it, makes it easy and enjoyable to read. Even the names of the pets are rhyming and evokes laughter.

The description of Belinda and her pets makes the poem entertaining. Belinda's bravery is described as equal to a group of bears. The smallest of her pets, her kitten Ink and mouse Blink have been shown so brave that they can scare a lion. The dog Mustard is like an angry tiger. But the biggest of them all, the dragon is nice and cowardly. He is always crying for a safe cage. In addition, the reactions of these characters to the dangerous pirate, also makes it funny.

9 This poem, in ballad form, tells a story. Have you come across any such modern song or lyric that tells a story? If you know one tell it to the class. Collect such songs as a project.

Ans. Do it yourself.

TEXTBOOK FOLDER

Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and answer the questions that follow.

1 Now the name of the little black kitten was Ink, And the little gray mouse, she called her Blink, And the little yellow dog was sharp as Mustard, But the dragon was a coward, and she called him Custard.

(i) Who is 'she' in the given lines?
(a) Belinda's mother (b) Belinda's sister
(c) Belinda (d) Belinda's friend

(ii) What is the name of Belinda's Cat?
(a) Black (b) Grey
(c) White (d) Red

(iii) What was kitten and mouse called by Belind?
(a) Wink and Twink (b) Ink and Blink
(c) Chink, Blink (d) Ink and Don

(iv) Which word in the stanza means 'Scared easily'?
(a) Little (b) Dragon
(c) Coward (d) Sharp

(v) With what name does Belinda call her dog?
(a) Custard (b) Blink
(c) Yellow (d) Mustard

Ans. (i) (c) Belinda (ii) (a) Black
(iii) (b) Ink and Blink (iv) (c) Coward
(v) (d) Mustard

2 Belinda was as brave as a barrel full of bears,
And Ink and Blink chased lions down the stairs,
Mustard was as brave as a tiger in a rage,
But Custard cried for a nice safe cage.

(i) How brave were the kitten and the mouse?
(a) Could chase wild animals
(b) Could lift big stones
(c) Could fight anyone
(d) All of the above

(ii) How did Mustard show his bravery?
(a) By getting violent (b) By barking nonstop
(c) By getting angry (d) By biting

(iii) Why did custard cry for a nice safe cage?
(a) He wanted to relax.
(b) He was a coward.
(c) He would not see violence.
(d) He was very lazy.

(iv) Ink, Blink, Mustard and Custard are
(a) Belinda's roommates (b) Belinda's dragon
(c) Belinda's friends (d) Belinda's pets

(v) Which figure of speech has been used in the first and the third line of this stanza?
(a) Simile (b) Alliteration
(c) Metaphor (d) Paradox

Ans. (i) (a) Could chase wild animals
(ii) (c) By getting angry (iii) (b) He was a coward
(iv) (a) Simile (v) (d) Belinda's pets

3 Belinda giggled till she shook the house,
And Blink said Weeck!, which is giggling for a mouse,
Ink and Mustard rudely asked his age,
When Custard cried for a nice safe cage.
Suddenly, suddenly they heard a nasty sound,
And Mustard growled and they looked around.

(i) What can you infer from the repetition 'suddenly, suddenly' in the above extract?
(a) There was an immediate change in the scene.
(b) It focuses on the hasty attack and the loud noise.
(c) It emphasises that an unexpected noise was heard.
(d) It draws our attention to the loud cry that occurred.

(ii) A cage means captivity. Why is Custard inclined to remain in a cage despite what it symbolises? This is so because he viewed it as a
1. sanctuary 2. guardhouse
3. cubicle 4. refuge
5. booth
(a) 1, 2 & 5 (b) 1 & 4
(c) 3, 4 & 5 (d) 3 & 5

(iii) Why has the poet used the word 'weeck' to signify the giggling of the mouse?
(a) The poet uses it to add suspense in the poem.
(b) The poet has imagined how the mouse would sound in this mood.
(c) The poet has mocked at the mouse for giggling at Custard.
(d) The poet uses it to create a scary effect for readers.

(iv) Pick the option with the correct matches for columns A and B.

A Word		B Meaning
1. chuckle	A.	to smile in a half-suppressed mocking way.
2. snigger	B.	to smile in an irritating, conceited manner.
3. smirk	C.	to let out a quiet and suppressed laugh.
	D.	to let out a laugh heartily and loudly.

(a) 1- D, 2-A, 3-C (b) 1-C, 2-A, 3-B
(c) 1-B, 2-D, 3-C (d) 1-A, 2-C, 3-D

(v) Which belief about dragons is in contrast to Custard's behaviour in the extract.
(a) Dragons are brave and feared.
(b) Dragons can grant wishes.
(c) Dragons can become invisible at will.
(d) Dragons are soft-hearted and kind.

Ans. (i) (c) It emphasises that an unexpected noise was heard.
(ii) (b) 1 & 4
(iii) (c) The poet has mocked at the mouse for giggling at Custard.
(iv) (b) 1-C, 2-A, 3-B
(v) (a) Dragons are brave and feared.

4 Pistol in his left hand, pistol in his right,
And he held in his teeth a cutlass bright,
His beard was black, one leg was wood;
It was clear that the pirate meant no good.

(i) How many pistols was the pirate carrying?
(a) One (b) None
(c) Two (d) Three

(ii) What does Cutlass mean?
(a) A huge sword (b) A knife
(c) A spear (d) A short sword

(iii) How did the pirate appear?
(a) Frightening (b) Sweet
(c) Disturbing (d) None of these

(iv) How does the poet describe his beard?
(a) It was off-white (b) Black
(c) Mustard (d) Very long beard

(v) What is the rhyming scheme of the given stanza?
(a) aabb (b) abcbc
(c) ababc (d) ababa

Ans. (i) (c) Two (ii) (d) A short sword
(iii) (a) Frightening (iv) (b) Black
(v) (a) aabb

5 "Ink trickled down to the bottom of the household, And little mouse Blink strategically mouseholed.
But up jumped Custard, snorting like an engine, Clashed his tail like irons in a dungeon, With a clatter and a clank and a jangling squirm, He went at the pirate like a robin at a worm." **CBSE 2016**

(i) Which option lists the quotes that support the ideas in the extract?
1. Fear makes strangers of people who would be friends.
2. If you're brave enough to start, you're strong enough to finish.
3. Courage doesn't mean you don't get afraid. Courage means you don't let fear stop you.
4. You get in life what you have the courage to ask for.
5. Fear has a large shadow, but he himself is strong.

(a) 1 and 5
(b) 2, 3 and 4
(c) 2 and 3
(d) 1,3 and 5

(ii) What is the poet's purpose of using the onomatopoeic words given in the extract?
(a) It is to emphasise on the might and boldness of Custard.
(b) It is to introduce the character Custard to the readers.
(c) It is to impress upon the readers that Custard was ready.
(d) It is to make Custard bold enough to face the situation.

(iii) Pick an option that best fits the usage of the word' trickled' as used in the extract.
(a) The water trickled down the tap and filled the trough.
(b) Students trickled into the classroom as the teacher entered.
(c) Tears trickled down her cheeks as she heard the sad news.
(d) His enthusiasm for the task slowly trickled away.

(iv) Select the option that fits with the reaction of the characters in the context of the extract.
Ink: terrified : : Blink : i) ....
Pirate: ii) .... :: Custard: undaunted
(a) i) shocked ii) displeased
(b) i) petrified ii) wondered
(c) i) upset ii) dazed
(d) i) petrified ii) shocked

(v) 'He went at the pirate like a robin at a worm.' Why has this comparison been used here? Just like the robin catches the worm.
   (a) Custard attacked the pirate after careful observation.
   (b) Custard attacked the pirate without delay.
   (c) Custard attacked the pirate valourously.
   (d) Custard attacked the pirate stealthily.

Ans. (i) (c) 2 and 3
(ii) (a) It is to emphasise on the might and boldness of Custard.
(iii) (b) Students trickled into the classroom as the teacher entered.
(iv) (b) i) petrified ii) wondered
(v) (b) Custard attacked the pirate without delay.

6 Belinda embraced him, Mustard licked him,
No one mourned for his pirate victim
Ink and Blink in glee did gyrate
Around the dragon that ate the pirate.

(i) Whom did Belinda embrace?
   (a) Dog, mustard (b) Pirate
   (c) Dragon (d) The rat

(ii) Who is called a victim here?
   (a) Belinda (b) Dragon
   (c) The pirate (d) Others

(iii) Which of the following is NOT true according to passage?
   (a) Belinda loved her pets.
   (b) The Dragon was a coward.
   (c) Ink and Blink are brothers.
   (d) Everyone was happy.

(iv) What does the word 'gyrate' means?
   (a) Faint
   (b) Circular movements
   (c) Dance
   (d) Steady

(v) Was everyone proved as brave as they claimed except the dragon.
   (a) No (b) Yes
   (c) Can't Say (d) None of these

Ans. (i) (c) Dragon
(ii) (c) The pirate
(iii) (c) Ink and Blink are brothers.
(iv) (b) Circular movements
(v) (a) No

Short Answer (SA) Type Questions

[2/3 Marks each]

1 Where did Belinda live and with whom?

Ans. Belinda lived in a little white house with her four pets and a red wagon. She had a black kitten named Ink, a grey mouse named Blink, a yellow dog named Mustard and a coward dragon named Custard.

2 Did Custard match his physical appearance?

Ans. No, Custard did not match his appearance, as he looked dangerous but actually he was a coward. He always cried for a nice and safe cage, while everyone laughed at him for his cowardice.

3 Describe the bravery of everyone in the house.

Ans. In the poem, everyone in the house except the dragon was brave. Belinda was as brave as a barrel full of bears. Ink and Blink were brave enough to chase lions away. Even Mustard was as brave as an angry tiger. It was only Custard, who was a coward.

4 'But Custard cried for a nice safe cage.' Who is Custard? Why did he cry for a 'nice safe cage'? **CBSE 2014**

Ans. Custard was Belinda's pet dragon.

He cried for peace and safety of a cage because of his meek (submissive) and cowardly nature.

5 Why was Custard, the dragon teased as Percival?

Ans. Custard, the dragon is teased as Percival by Ink, Blink and Mustard for his timidity. They teased him as Percival because unlike Custard, he was a courageous and brave knight of King Arthur. Custard on the other hand, was meek (submissive) and always cried for a nice safe cage.

6 What did everyone do when the pirate came?

Ans. When the pirate came, Belinda cried for help and became pale with fear.

Mustard ran away with a terrified cry and Ink hid himself in the bottom of the house, while Blink disappeared in his hole.

It was only Custard who jumped in front of the pirate to fight him and showed the courage to face the pirate.

7 How did Custard face the pirate?

Ans. When the pirate came in Belinda's house, all of her pets except Custard hid themselves. Custard jumped infront of the pirate to fight him. He even clashed his tail.

During this fight, the pirate shot two bullets at him which missed its aim. Finally, Custard ate him and left no trace of him.

How did everyone react after Custard ate the pirate?

Ans. After Custard ate the pirate, there was joy all around the house. No one mourned for the pirate and everyone was grateful to the dragon.

Belinda hugged Custard, while Mustard licked him. Ink and Blink started dancing around Custard.

9 How did the other three pets boast of their bravery?

Ans. When the pirate had been killed by the dragon, Custard, all other pets of Belinda started making excuses for their cowardice. Mustard said that if he had not been nervous he would have been twice as brave as Custard. Ink and Blink also boasted that they would have been thrice as brave as Custard.

10 Were Belinda and her pets grateful to Custard for killing the pirate? How did Custard react to their reactions?

Ans. Yes, Belinda and her pets were grateful to Custard for killing the pirate, but it was only temporary.

Soon after expressing gratitude, Mustard, Ink and Blink started giving excuses for their cowardice and things went back to normal, as it was before the pirate incident.

Custard, the dragon reacted in a humble manner and accepted that all other pets are braver than him.

11 Was everyone really as brave as they claimed?

Ans. Belinda and her three pets, excluding Custard, were very proud of their bravery but, they were not really brave. It was only Custard, who had the courage to face the pirate and fight him. So, among all, only Custard was brave.

Long Answer (LA) Type Questions

[5 Marks each]

1 The dragon, Custard was considered a coward. The humble dragon proved his bravery in adversity. Analyse that certain qualities like bravery and courage are situational and spontaneous. Express your views with reference to the poem, "The Tale of Custard, the dragon".

Ans. It is true that bravery and courage are situational and spontaneous. This fact has been aptly conveyed in the poem "The Tale of Custard the Dragon". wherein the dragon was considered a coward. He was laughed at for crying for a nice safe cage.

He never boasted of his bravery and courage, unlike Belinda and her other pets do.

Everyone else, including Belinda, Ink, Blink and Mustard claim to be brave. They even made fun of Custard's cowardice.However, when the time to show their courage came, none of them could face the danger.

They hid themselves in some corner of the house. It was only Custard who dared to face the frightening pirate. He not only fought the pirate but also ate him up. It was a dangerous situation to which Custard spontaneously responded. His courage and bravery came out in a threatening situation. Hence, it is true that qualities like courage and bravery are situational and spontaneous.

2 Do you think that one should be made fun of because of their preferences and choices in life? Explain in the context of Custard, the dragon.

Ans. According to me, one should never make fun of anyone on the basis of their lifestyle and their choices.

One must always remember that choices and preference can depend on unexplanable factors. In the poem 'The Tale of Custard the Dragon', Custard makes one such choice of wishing for a 'nice safe cage'. He prefers comfort and safety. However, Belinda and her other pets always laugh at him.

They think of him as a coward for choosing to stay in cage and make fun of him. Custard, the dragon soon proved that his choice of comfort doesn't make him a coward. Infact, instead of all the 'brave' pets of Belinda, it was Custard who fought the pirate. It was Custard who showed courage to face the pirate and kill him.

Therefore, one must never judge anyone for choice. Appearance may be deceptive. Just like the dragon who appeared to be a coward but was actually courageous, another person might also be different from what show him/her to be his/her preferences.

Self Assessment

Extract Based Question

Read the following extract carefully and answer the questions that follow.

1 But up jumped Custard, snorting like an engine,
Clashed his tail like irons in a dungeon,
With a clatter and a clank and a jangling squirm
He went at the pirate like a robin at a worm.

(i) On whom did the dragon jump?
(a) The dog
(b) Belinda
(c) The pirate
(d) Mouse

(ii) Why did Custard jump?
(a) To run away.
(b) To fight the pirate.
(c) To go out of the house.
(d) None of the above.

(iii) Why is Custard, the dragon compared to a Robin'?
(a) He strangled the pirate
(b) Fought with pirate
(c) Gobbled him up like. Robin eats worms
(d) Killed the pirate

(iv) What does the word 'jangling' means?
(a) Disturb
(b) Irritate
(c) Volting making clinking noises
(d) Peace

(v) Which figure of speech is used in line 3rd of the stanza?
(a) Alliteration
(b) Simile
(c) Onomotopoeia
(d) Metaphor

Short Answer (SA) Type Questions

2 Why is the poem 'The Tale of Custard the Dragon' called a ballad?

3 What is the true nature of Custard the dragon?

Long Answer (LA) Type Question

4 What does bravery mean to you? Who is a real brave heart? Elaborate with reference to 'The Tale of Custard the Dragon'.

CHAPTER 11

For Anne Gregory

by William Butler Yeats

Central Idea of the Poem

The poem 'For Anne Gregory' is about the perception of love by different people. The poem is in the form of a dialogue between two people, Anne Gregory and another person, whose identity has not been made clear by the poet.

The poem shows the true nature of humans as they are always carried away by the outer beauty and never pay attention to the true nature of a person. Only God can love a person for his inner beauty and not for his physical beauty.

Explanation of the Poem

Stanza 1

"Never shall a young man,
Thrown into despair
By those great honey-coloured
Ramparts at your ear,
Love you for yourself alone
And not your yellow hair."

Word Meanings

Despair – a miserable condition or hopelessness; **Ramparts** – protecting wall around a fort, here it is used for Anne's honey-coloured hair around her ears

Explanation In these lines, the speaker (most probably the poet) says to Anne that her beautiful honey-coloured (yellowish) hair can make any young man fall hopelessly in love with her. This love is not for Anne but for her beautiful yellow hair.

Anne's honey-coloured hair (Outer beauty) around her ears have been compared to walls, which prevents anyone from looking inside her soul. This beauty can capture any man's attention in such a way that he may never be able to look into Anne's inner beauty or character. Thus, no man can love Anne for her inner beauty and neither he can love Anne for her yellow hair as he was thrown into despair.

Stanza 2

"But I can get a hair-dye
And set such colour there,
Brown, or black, or carrot,
That young men in despair
May love me for myself alone
And not my yellow hair."

Word Meanings

Hair-dye–a natural or synthetic substance used to change the colour of a person's hair

Explanation In these lines, Anne replies to the speaker. Anne says that she can get her hair-dyed and change the colour of her hair into brown or black or carrot. She believes that such an act will make the young men love her for herself or her inner beauty and not for her outward appearance (yellow hair).

Anne wants to convey that what is visible from the outside is very artificial. It is changeable and thus is not important or true.

Stanza 3

"I heard an old religious man
But yesternight declare
That he had found a text to prove
That only God, my dear,
Could love you for yourself alone
And not your yellow hair."

Word Meanings

Yesternight – last night; **Declare** – to announce

Explanation In thes lines, the speaker mentions an old religious man who had announced last night that he had found a religious text. It is written in this text that only God is capable of looking beyond the external beauty of a person.

Here, the speaker means that humans do not have the capacity and understanding to look inside the soul of a person. Humans are always attracted towards the outer beauty. They never care to know the person behind the beautiful appearance. Therefore, the speaker finally tells Anne that only God can love her for her inner qualities and not for her yellow hair.

Poetic Devices Used in the Poem

Metaphor A device which compares two things or qualities which are unlike

- honey-coloured ramparts

Alliteration Repetition of initial consonant sounds in the same line

- And not your yellow hair

Rhyme Scheme *abcbdb*

NCERT FOLDER

(ere we have covered questions given in the NCERT textbook along with their answers.)

nking about the Poem (Page 141)

1 What does the young man mean by "great honey-coloured /Ramparts at your ear?" Why does he say that young men are "thrown into despair" by them?

Ans. The young man in the poem praises the great honey-coloured hair of Anne. Anne's hair have been called rampart, meaning a wall. It is called so because her hair acts as a wall, as they prevent young men from looking beyond those yellow hair and into her soul. The speaker said that young men are thrown into despair as her hair are so attractive and pretty that young men cannot look at anything else, and hopelessly fall in love with her. They love her for her yellow hair and not for her nature or personality.

2 What colour is the young woman's hair? What does she say she can change it to? Why would she want to do so?

Ans. Anne's hair are yellow, like the colour of honey. Anne says that she can dye her hair and change it to black or brown or carrot or any other colour she wants. Anne says so to show that the outer beauty is changeable and is not permanent or real.

Anne wants young men to look into her soul and love her for her inner beauty. In order to do so, she needs to show them the artificiality of her external beauty.

3 Objects have qualities which make them desirable to others. Can you think of some objects (a car, a phone, a dress...) and say what qualities make one object more desirable than another? Imagine you were trying to sell an object: what qualities would you emphasise?

Ans. People desire objects because of their qualities that suit their need. In the things we consume or the goods we use such as a car, a phone, a dress, etc physical qualities matter the most. Before buying anything, it is always considered that the object is durable and looks pretty.

If I were to sell a dress, I would select the one that is very appealing to the eye and comfortable for the body. Then I would emphasise on the durability of the dress so that the customer feels that he/she is spending his/her money at the right place and on the right thing.

4 What about people? Do we love others because we like their qualities, whether physical or mental? Or is it possible to love someone "for themselves alone"? Are some people 'more lovable' than others? Discuss this question in pairs or in groups`, considering points like the following.

- (i) A parent or caregiver's love for a newborn baby, for a mentally or physically challenged child, for a clever child or a prodigy
- (ii) The public's love for a film star, a sportsperson, a politician, or a social worker.
- (iii) Your love for a friend, or brother or sister.
- (iv) Your love for a pet, and the pet's love for you.

Ans. The students should attempt this question on their own.

5 You have perhaps concluded that people are not objects to be valued for their qualities or riches rather than for themselves. But elsewhere Yeats asks the question: How can we separate the dancer from the dance? Is it possible to separate 'the person himself or herself' from how the person looks, sounds, walks and so on? Think of how you or a friend or member of your family has changed over the years. Has your relationship also changed? In what way?

Ans. The students should attempt this question on their own.

Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and answer the questions that follow.

1 "But I can get a hair-dye
And set such colour there,
Brown, or black, or carrot,
That young men in despair
May love me for myself alone
And not my yellow hair."

(i) Given below are the taglines of four hypothetical brands. Choose the correct option that fits the best with the first three lines of the given stanza.

LITELIFE Food that makes you light.	**GET SET** My home. My gym.
LOOKBOOK No game over, get makeover.	**PLANET FOOD** Eat! Eat! Eat! Repeat!

(a) Option (1)
(b) Option (2)
(c) Option (3)
(d) Option (4)

(ii) The form of the given stanza is a part of
(a) an agreement.
(b) a disapproval.
(c) an engagement.
(d) an argument.

(iii) Choose the option that describes a situation of 'despair' as mentioned in the extract.

(1)	(2)	(3)	(4)
Worked very hard and got selected in the audition for the dance competition.	Worked very hard and was once again, for the 3rd time, unable to get selected in the audition for the dance competition.	Worked very hard for the dance competition audition. My best friend got selected but I didn't.	Worked very hard to get selected in the audition for the dance competition, but the auditions got postponed.

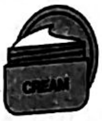
(a) Option (1)
(b) Option (2)
(c) Option (3)
(d) Option (4)

(iv) Read the statements 1 and 2 given below and choose the option that correctly assesses these statements.

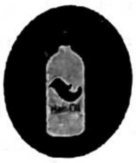
1. The speaker wants to change her hair colour so that it may appeal to young men.
2. The speaker's appearance due to her gorgeous yellow hair is largely the reason young men hope to get her attention.

(a) 1 is false, 2 is true and clearly inferred from the poem.
(b) 1 is true, 2 cannot be clearly inferred from the poem.
(c) 1 cannot be clearly inferred from the poem, 2 is false.
(d) 1 is true and can be inferred from the poem, 2 is false.

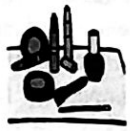
(v) Choose the product that best shows what Anne would invest in, to ensure that young men love her for herself and not her hair.



(1)



(2)



(3)

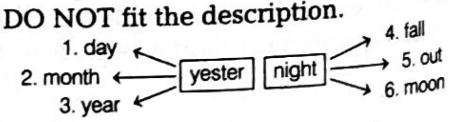
(4)

(a) Option (1)
(b) Option (2)
(c) Option (3)
(d) Option (4)

Ans. (i) (c) Option (3)
(ii) (d) an argument
(iii) (b) Option (2)
(iv) (a) 1 is false, 2 is true and clearly inferred from the poem.
(v) (d) Option (4)

2 "I heard an old religious man
But yesternight declare
That he had found a text to prove
That only God, my dear,
Could love you for yourself alone
And not your yellow hair."

(i) 'yesternight' is a word made of combination of two words to form a new word. Hence, it is a compound word. Choose the words that DO NOT fit the description.



(a) 3, 4
(b) 2, 6
(c) 3, 5
(d) 1, 4

(ii) Choose the option that lists the person who correctly wrote a quote best representing the central idea of the given stanza.

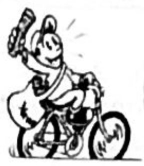
Choose the correct option out of the ones given below.

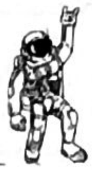
Harpreet	Manav	Joel	Nawaz
You can never meet your potential until you truly learn to love yourself.	Never apologize for being yourself.	God loves you unconditionally, as you are and not as you should be.	Your time is limited so don't waste it living someone else's life.

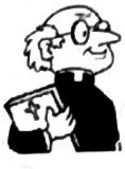
(a) Harpreet
(b) Manav
(c) Joel
(d) Nawaz

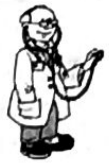
(iii) The above stanza strongly defines the idea of
(a) internal qualities (b) external beauty
(c) spiritual self (d) divinity

(iv) Choose the option that displays the likely image of the man mentioned in the extract.


(1)


(2)


(3)


(4)

(a) Option (1) (b) Option (2)
(c) Option (3) (d) Option (4)

(v) Choose the phrase that best represents, 'love you for yourself alone".
(a) Unconditional love (b) Unseemly love
(c) Unrequited love (d) Understated love

Ans. (i) (b) 2, 6
(ii) (c) Joel
(iii) (b) external beauty
(iv) (c) Option 3
(v) (a) Unconditional love

Short Answer (SA) Type Questions [2/3 Marks each]

1 Between whom does the conversation in the poem takes place? What does the first speaker say to the second speaker?

Ans. The poem 'For Anne Gregory' is a conversation between Anne Gregory and another speaker whose identity is not disclosed by the poet. However, we assume that it is the poet himself. The first speaker (probably the poet) tells the second speaker (Anne) that young mens would love her for her outer beauty, i.e. her beautiful yellow hair. They will not love her for herself or her inner beauty.

2 Why would young men never love Anne Gregory for 'herself alone'?

Ans. Young men would never love Anne Gregory for 'herself alone' because they are attracted to her external beauty.

Her outward appearance, i.e. her yellow hair are so beautiful and attractive that no man can ignore it and pay attention to her inner beauty or soul.

3 What did the old religious man declare? What did he want to prove?

Ans. The old religious man declared to the poet that he had found a text the previous night. In this text it is written that only God is capable of looking beyond external beauty.

Humans are always attracted towards the physical appearance of a person and are not capable of looking beyond external beauty. The old man wants to prove that only God can love a person for his inner beauty.

EXAM PRACTICE

Long Answer (LA) Type Questions

[5 Marks each]

1 The poet in the poem 'For Anne Gregory' conveys that we should give importance to the inner beauty and not the physical appearance. Elaborate with reference to the poem.

Ans. In the poem 'For Anne Gregory' a conversation between Anne Gregory and another speaker, most probably the poet, takes place. The poet through this conversation conveys that we should give importance to the inner beauty and not the physical appearance. He tells Anne Gregory that many young men fall in love with her because of her beautiful hair. They do not love her for her inner qualities.

To such a statement, Anne replies that she would change the colour of her hair so that men would love her for her personality and inner beauty. This reply along with the poet's assertion that only God loves one for one's inner beauty, presents the poet's message clearly. The poet believes that outward appearances are artificial and hence, are not true. Thus, man must prefer internal beauty over physical appearance.

2 God does not love a person for his/her outer appearance but for the person himself. Elaborate.

Ans. God does not love any person for his/her outer appearance and richness. It is human beings who pay attention to material things. Unlike God, they prefer to see only outward beauty. They prefer things that appear pretty from outside and never look for what lies inside. In the poem, 'For Anne Gregory' the poet highlights this preference by man. He informs Anne Gregory that men (many young men) love her only for her beautiful yellow hair. They do not see her true nature or personality. The poet further points that it is only God who can avoid external beauty and look beyond it. He even mentions a text that proves it as truth. For the poet, outward appearances are temporary as it fades away and thus is not true. The truth for him is clear that God does not love a person for his/her outer appearance, he loves him for his inner qualities.

3 Do we love people because we like their appearances or we are fascinated by their physical appearance? How does Anne Gregory want to be loved? Is her wish fulfilled?

Ans. It is completely right to say that we love people because of their external appearance and not for their good qualities or nature. The world today is full of showiness where people have become objects. Their value is judged through their physical beauty or how they look. People are loved because they look beautiful.

In the poem 'For Anne Gregory' the poet asserts that Anne is loved for her beautiful yellow hair and not for her personality. However, Anne Gregory does not want to be loved for her beauty. She is ready to get her hair dyed to show the artificiality of her outward appearance. She wants to be loved for herself.

Anne's wish does not get fulfilled. The poet tells her that it is only God who would love her for her internal qualities. Humans will go on being tempted by her beautiful yellow hair.

Self Assessment

Extract Based Question

Read the following extract carefully and answer the questions that follow.

1 "But I can get a hair-dye
And set such colour there,
That young men in despair
Brown, or black, or carrot,
May love me for myself alone
And not my yellow hair."

(i) Who is 'I' is these lines?
(a) The poet
(b) The young man
(c) Anne Gregory
(d) None of these

(ii) What colour are Anne's hair?
(a) Black
(b) Carrot colour
(c) Honey colour
(d) Brown

(iii) Why does the speaker want to use a hair-dye?
(a) She likes change
(b) To test people's attraction
(c) She is bared reaction of yellow colour
(d) All of these

(iv) Explain 'May love me for my self alone'
(a) not for hair
(b) for her real self
(c) hen character traits
(d) Both (b) and (c)

(v) What does Anne want in reality?
(a) Someone who loves her for her real self.
(b) Avoid people who are drawn to her outer beauty.
(c) To live alone.
(d) To find a suitable life partner.

Short Answer (SA) Type Questions

2 What did the old religious man find in the text?

3 Does the love that Anne gets from young men make her happy? Justify your answer.

4 Why are young men not able to look at Anne's internal beauty?

Long Answer (LA) Type Question

5 Do you think that the love felt for someone's physical appearance is not pure and true? Write your answer reflecting on the poem 'For Anne Gregory'.

CHAPTER

01

SUPPLEMENTARY

A Triumph of Surgery

by James Herriot

Chapter Overview

The story narrates the episode where the narrator (Dr James Herriot) , a Veterinary surgeon saves the life of a dull dog, Tricki. The dog is overfed by her wealthy owner, Mrs Pumphrey and thus is hospitalised under the care of the surgeon. The surgeon cures him without any 'surgery' or medication.

About the Characters

James Herriot James is a veterinary surgeon, who proves to be a capable doctor and a wise individual. He is an animal lover and a caring guardian.

Mrs Pumphrey Mrs Pumphrey is a wealthy single woman. She is very much attached to her dog, Tricki. She is very loving but weak at heart.

Tricki Tricki is a lazy and fat dog who loves food. He is very fond of his owner. He turns out to be energetic and lively after recovering from his illness.

Summary

Tricki Looks ill

When Dr James was driving he saw Mrs Pumphrey and Tricki walking down the street. As he stopped his car, he was shocked to see that Tricki had become fat like a sausage. His eyes were red and his tongue was hanging out. It looked like Tricki lacked energy and was ill. Dr James enquired about Tricki's health from Mrs Pumphrey.

Dr James Enquires About Tricki

Mrs Pumphrey explained to Dr James that Tricki was looking listless (dull) and weak. She felt that he was suffering from malnutrition. So, she had been giving him some extra food (malt, cod-liver oil and Horlicks) between his main meals.

Further, Dr James asked Mrs Pumphrey whether she had cut down the sweet things from Tricki's diet. Mrs Pumphery replied that she had tried but failed as Tricki loves cream cakes and chocolates.

She also told to Dr James that Tricki only walks with her and does not play games like ring-throwing which he played earlier.

Dr James Advice

After knowing about Tricki's condition and his routine, Dr James informed Mrs Pumphrey that if she did not reduce his food and increase his exercise, her dog (Tricki) would fall ill.

He also advised her to strictly follow the prescribed diet. Mrs Pumphrey confessed that it would be very difficult for her. But, she agreed to try and walked off with Tricki.

Dr James Received an Expected Call from Mrs Pumphrey

After a few days, Mrs Pumphrey called and informed Dr James about Tricki's health. She told him that Tricki was not eating anything and had been vomiting. She further informed him that her dog spent all his time lying on a rug and did not do anything.

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Dr James knew that the only way to cure Tricki was to get him out of the house for some time. He suggested Mrs Pumphrey to hospitalise him for a fortnight for observation so that the proper treatment can follow.

Tricki's Farewell

Dr James suggestion broke Mrs Pumphrey's heart but, she allowed him to take Tricki along with him to his surgery. Dr James carried Tricki wrapped in a blanket to his car.

The maids started to put together things that Tricki would need during hospitalisation. These include his beds (day and night) cushions, toys, bowls, etc.

Dr James started to drive off as he knew that his car could not carry so many things. He noticed in the mirror that everybody was in tears.

Tricki's Stay and Recovery at the Hospital

Tricki laid motionless on the carpet. Many other dogs in the hospital sniffed around him and found him uninterested in anything.

Tricki was put on a water diet for first two days. At the end of the second day, Tricki started to show some interest in his surroundings. On the thrid day he whimpered (cried in low and weak sound), trotted (walked slowly) and joined the greyhound (hunting dog) in the garden.

Later on the third day, he ran with enthusiasm when the food was served. He also gulped (swallowed) down the extra food that was put out for him.

Tricki's Recovery

Tricki recovered at a very fast pace (speed). No medicine had been given to Tricki for his treatment. He had started running all day long and enjoyed with other dogs.

He found joy in being bowled over (pushed) and squashed. He became a part of the gang of dogs at the hospital. He not only fought with them for food but also chased rats with them at night.

Mrs Pumphrey's Concern

Mrs Pumphrey used to phone the vet's clinic several times in a day. As she was keen to know about Tricky's recovery. Dr James did not pay much attention to her questions about Tricki's dressing, but he assured her that Tricki was out of danger.

As Tricki's health started improving, Mrs Pumphrey started sending additional food items, like eggs, wine and brandy for Tricki. As this was not required in Tricki's diet. The vet and his partner consumed these additional items themselves. Everybody was so happy with the unusual delicious food that they wanted to keep Tricki as a permanent guest.

Tricki Goes Home

As Dr James knew that Mrs Pumphrey loved Tricki very much he called and informed her that Tricki was fit and could go home. Mrs Pumphrey reached the surgery within half an hour.

Mrs Pumphrey enquired about Tricki's actual condition. Dr James informed her that Tricki was fine and went to get Tricki from the garden. Tricki had become healthy and strong in his two weeks stay at the surgery.

As soon as the dog saw his owner, he jumped into her lap and started licking her face. Mrs Pumphrey was very happy at finding Tricki as excited as he used to be. She thanked Dr James Herriot and called the treatment "A triumph of surgery."

WORD MEANINGS

The given page nos. correspond to the pages in the prescribed textbook.

Word	Meaning
Page 1	
bloated	full of food or gas and therefore bigger than normal in a way that is unpleasant and uncomfortable.
hastened	to say or do things quickly without delay.
malt	grain, usually left in water for a period of time and then dried, used for making beer, whisky etc.
relent	to agree upon something after refusing.
Page 2	
regime	prescribed course of exercise and diet.

Word	Meaning
tottering	to walk or move with weak unsteady steps.
distraught	extremely worried.
swooned	to become unconscious.
fortnight	A period of 2 weeks
Page 3	
supper	the last meal of the day, either a main meal, usually smaller and less formal than dinner.
despairing	the feeling of having lost all hope.
whimper	a low weak cry a person or an animal makes when hurt, frightened or sad.

Word	Meaning
slopped	to make liquid or food come out of a container in an untidy way.
Page 4	
jostling	to push roughly against somebody in a crowd.
scrimmages	rough or confused struggle.
convalescing	recovering from an illness; to spend time getting your health and strength back after an illness.
Page 5	
chauffeur	a person whose job is to drive a car, especially for somebody rich or important.
lithe	flexible (moving or bending easily in a way that is elegant.)

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Read and Find Out (Page 1 and 3)

1 Why is Mrs Pumphrey worried about Tricki?

Ans. Mrs Pumphrey is worried about Tricki because he is unwell. She feels that he is suffering from a serious health issue such as malnutrition, as he has become dull and seems to have no energy.

2 What does she do to help him? Is she wise in this?

Ans. To help Tricki and to improve his condition, Mrs Pumphrey starts giving him extra food like malt, cod-liver oil and Horlicks, between his main meals. She also continues to give him sweet like cream cakes and chocolates.

She is not wise in doing so because overfeeding Tricki is worsening his condition instead of improving it. It has made him very fat and lazy.

3 Who does 'I' refer to in this story?

Ans. 'I' refers to the narrator, Dr James Herriot, a veterinary doctor who guides Mrs Pumphrey in taking care of her dog, Tricki.

4 Is the narrator as rich as Tricki's mistress?

Ans. No, the narrator is not as rich as Tricki's mistress, Mrs Pumphery. We can say so because the narrator seems fascinated by how Mrs Pumphrey spends on the well-being and maintenance of her pet. He is unusually surprised by the enriching items she sends for Tricki, as he cannot afford them for himself.

5 How does he treat the dog?

Ans. James Herriot treats Tricki just like he would treat an overweight and lazy dog. He cuts down his food intake and keeps him under strict observation for the initial days at the hospital. He gradually increases Tricki's food and sets him free for physical activities to improve his health.

6 Why is he tempted to keep Tricki on as a permanent guest?

Ans. Mr Herriot is tempted to keep Tricki on as a permanent guest because of the good food and wine he is enjoying in Tricki's name. He does not want to lose the luxurious inflow of fresh eggs, wine and brandy that Tricki's mistress, Mrs Pumphrey sends for her dog.

7 Why does Mrs Pumphrey think the dog's recovery is "a triumph of surgery"?

Ans. Mrs Pumphrey thinks that Tricki's recovery is "a triumph of surgery" because according to her, his illness was very serious. She was of the opinion that there were very few chances of Tricki's improvement and he needed immediate medical attention. Thus, for her Tricki's revival without any medication was a great achievement.

Think About It (Page 6)

1 What kind of a person do you think the narrator, a veterinary surgeon, is? Would you say he is tactful as well as full of common sense?

Ans. The narrator, a veterinary surgeon, is a capable and wise doctor. He handles Tricki properly which shows that he is sincere about his profession.

He does not operate upon the dog unnecessarily and cures him by changing his diet and activities.

He is a tactful person as he knew exactly how to convince Mrs Pumphrey to hospitalise Tricki for a surgery. His decision to inform Mrs Pumphrey to take Tricki home supports his sensibilities even though he was tempted to keep Tricki as a permanent guest.

2 Do you think Tricki was happy to go home? What do you think will happen now?

Ans. Yes, I think Tricki was happy to go back home as he really loved his mistress and the comfort of his lavish life. He didn't have any friends at home like in the hospital, but he seemed equally excited at the sight of Mrs Pumphrey.

I think that Mrs Pumphrey will now be careful about Tricki's diet and health. She may also give him exercise daily as prescribed by the veterinary doctor earlier.

3 Do you think it is a real-life episode or mere fiction? Or is it a mixture of both?

Ans. The story seems to be a mixture of both. It may be possible for rich persons to overfeed their pets due to love. It is not unusual for them to maintain a vast wardrobe for them either.

However, it is unlikely for a veterinary doctor to go out of the way and lie in order to save an animal. It is also unusual for anyone to consume food which is given in the name of a pet's health.

About It (Page 7)

1 This episode describes the silly behaviour of a rich woman who is foolishly indulgent, perhaps because she is lonely. Do you think such people are merely silly or can their actions cause harm to others?

Mrs Pumphreys's silly behaviour of being foolishly indulgent with her dog Tricki, most probably rises out of her loneliness. She treats Tricki like a child. She not only dresses him up according to the weather but also pampers him.

Such actions of Mrs Pumphrey are not only silly, they also cause harm to others. Because of her over parenting, Tricki's condition is so worsened that he needs to be hospitalised to be kept away from her.

2 Do you think there are also parents like Mrs Pumphrey?

Yes, I think there are some parents like Mrs Pumphrey who spoil their children by pampering them. They overfeed their children/pets despite being aware of its harmful effects on their health. They regret only when things get worse.

3 What would you have done if you were : (i) a member of the staff in Mrs Pumphrey's household. (ii) a neighbour? What would your life have been like, in general?

Ans. (i) If I were a member of the staff in her household, I would have not followed Mrs Pumphrey's command to feed Tricki blindly. Infact, I would have fed him according to the vet's advice. I would have also skipped sending the unnecessary stuff like toys, cushions, etc to the hospital. My life would have been a very busy one, as I would have had to take care of the household chores and meet Tricki's demands on time.

(ii) If I were Mrs Pumphrey's neighbour, I would have advised her to consult a vet and follow his advice strictly keeping in mind Tricki's deteriorating health. I would have also been supportive in their hard time when Tricki was hospitalised. My life as Mrs Pumphrey's neighbour would have been full of surprises and gifts as Mrs Pumphrey was a loving lady.

4 What would you have done if you were in the narrator's place?

Ans. If I were in the narrator's place, I would have treated Tricki with a similar amount of compassion and love. I would have been equally caring as Mr James Herriot towards Tricki. I would have just been a little more serious while advising Mrs Pumphrey to put Tricki on a strict diet knowing her way of showing love. I would have also not consumed Tricki's share of eggs, wine and brandy sent by Mrs Pumphrey.

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Exam Practice

Extract Based Questions

[5 Marks eac

Read the following extracts carefully and answer the questions that follow.

1 I marched out to the car carrying the little dog wrapped in a blanket.

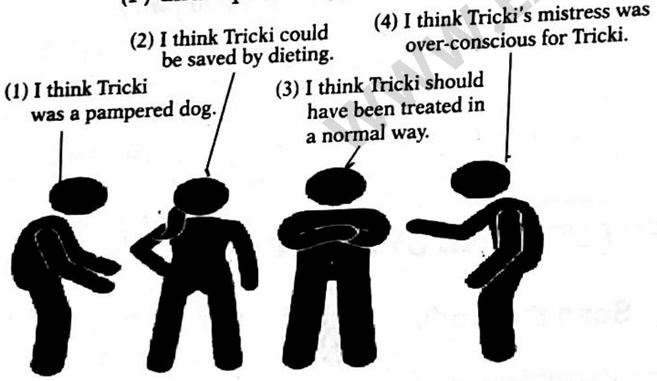
The entire staff was roused and maids rushed in and out bringing his day bed, his night bed, favourite cushions, toys and rubber rings, breakfast bowl, lunch bowl, supper bowl.

(i) In the above extract 'his' refers to
  (a) Tricki (b) Mr Herriot
  (c) Hodgkin (d) None of these

(ii) The staff was carrying out his things because
  (a) he was getting hospitalised
  (b) he was going to the park
  (c) he was going to the mall
  (d) he was going on a trip

(iii) Who carried the little dog wrapped in a blanket?
  (a) Mrs Pumphrey (b) Dr James Herriot
  (c) Hodgkin (d) None of these

(iv) Pick the option that correctly classifies Facts (F) and Opinions (O) of the students below.


(1) I think Tricki was a pampered dog.
(2) I think Tricki could be saved by dieting.
(3) I think Tricki should have been treated in a normal way.
(4) I think Tricki's mistress was over-conscious for Tricki.

  (a) F-1, 2 and O- 3, 4 (b) F-2, 3, 4 and O-1
  (c) F-2, 4 and O-1, 3 (d) F-1 and O- 2, 3, 4

(v) .... from the extract means 'woken up'.
  (a) Carrying (b) Rushed
  (c) Roused (d) Supper

Ans. (i) (a) Tricki
(ii) (a) he was getting hospitalised.
(iii) (b) Dr James Herriot
(iv) (d) F-1 and O- 2, 3, 4
(v) (c) Roused

2 As I moved off, Mrs Pumphrey, with a despairing cry, threw an armful of the little coats through the window. I looked in the mirror before I turned the corner of the drive everybody was in tears.

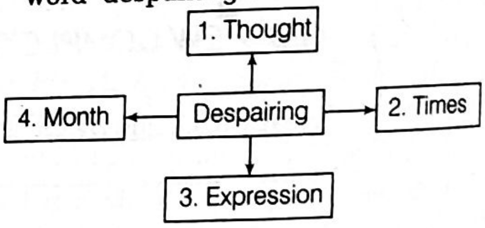
(i) Where was the speaker going?
  (a) To the hospital
  (b) To the church
  (c) To the cemetery
  (d) To attend a meeting

(ii) Why was everybody in tears?
  (a) Because the speaker will never return.
  (b) Because the speaker was ill.
  (c) Because Tricki was being hospitalised.
  (d) Because Tricki will never return.

(iii) Who was Mrs Pumphrey in the above lines?
  (a) Tricki's owner (b) Speaker's friend
  (c) Tricki's helper (d) Speaker's relative

(iv) Why was Tricki sent to the hospital?
  (a) Because Tricki refused to eat anything.
  (b) Because Mrs Pumphrey was worried about Tricki's health.
  (c) Because Tricki had bouts of vomiting.
  (d) All of the above

(v) The extract uses the phrase 'with a despairing cry'. Which of the following expressions is incorrect with respect to the word 'despairing'?


1. Thought
4. Month
Despairing
2. Times
3. Expression

  (a) Option (1)
  (b) Option (2)
  (c) Option (3)
  (d) Option (4)

Ans. (i) (a) To the hospital
(ii) (c) Because Tricki was being hospitalised.
(iii) (a) Tricki's owner
(iv) (d) All of the above
(v) (d) Option (4)

The word 'convalescing' seemed to do something to Mrs Pumphrey. She started to bring round fresh eggs, two dozen at a time, to build up Tricki's strength. For a happy period my partners and I had two eggs each for break fast, but when the bottles of wine began to arrive, the real possibilities of the situation began to dawn on the household.

(i) What did Mrs Pumphrey bring at first?
(a) Two dozen fresh eggs
(b) Three dozen fruits
(c) Four dozen eggs
(d) Dry fruits

(ii) The meaning of the word 'convalescing' is
(a) condescending
(b) worsening
(c) disappointing
(d) recovering

(iii) 'I' here refers to
(a) Mrs Pumphrey
(b) Dr James Herriot
(c) Dr James Herriot's partner
(d) None of the above

(iv) Why did Mrs. Pumphrey send so many things to the hospital?
(a) To build up Tricki's strength.
(b) To meet Tricki.
(c) To make Tricki sick
(d) For the doctor and his family.

(v) When did the narrator use the word 'convalescing'?
(a) To inform Mrs Pumphrey that Tricki was good.
(b) To inform Mrs Pumphrey that Tricki was recovering.
(c) To tell Mrs Pumphrey to take Tricki back.
(d) To console Mrs Pumphrey.

Ans. (i) (a) Two dozen fresh eggs
(ii) (d) recovering
(iii) (b) Dr James Herriot
(iv) (a) To build up Tricki's strength.
(v) (b) To inform Mrs Pumphrey that Tricki was recovering.

4 I was really worried about Tricki this time. I had pulled up my car when I saw him in the street with his mistress and I was shocked at his appearance. He had become hugely fat, like a heated sausage with a leg at each corner. His eyes bloodshot and rheumy, stared straight ahead and his tongue lolled from his jaws.

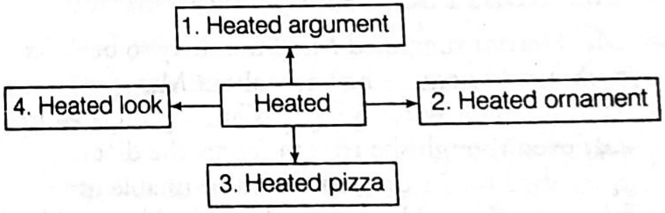
(i) The extract has been taken from
(a) Two Stories about Flying
(b) A Triumph of Surge
(c) The Making of a Scientist
(d) A Triumph of Surgery

(ii) 'I' in the extract refers to
(a) a driver (b) a scientist
(c) a general surgeon
(d) a veterinary surgeon

(iii) The statement that is TRUE according to the passage is
(a) The narrator was a surgeon.
(b) The narrator was worried for Tricki.
(c) Tricki's mistress had been keeping him on a diet.
(d) Tricki looked like he was suffering from malnutrition.

(iv) From the given extract, we can gather that Tricki was
(a) unhealthy (b) old
(c) fit (d) unkempt

(v) The extract uses the phrase, 'heated sausage'. Which of the following expressions is incorrect with respect to the word 'heated'?



(a) Option (1) (b) Option (2)
(c) Option (3) (d) Option (4)

Ans. (i) (d) A Triumph of Surgery
(ii) (d) a veterinary surgeon
(iii) (b) The narrator was worried for Tricki
(iv) (a) unhealthy (v) (c) Option (3)

Short Answer (SA) Type Questions

[2/3 Marks each

1 What was Dr Herriot really worried about Tricki?

Ans. Dr Herriot was really worried about Tricki's health. When he saw the dog with his mistress, Mrs Pumphrey, he was shocked at his appearence.

The dog had become hugely fat. His eyes were red and his tongue was hanging out. Such a miserable condition of the dog really worried the surgeon.

2 What 'extra' did Mrs Pumphrey start to give Tricki and why?

Ans. Mrs Pumphrey thought that Tricki was suffering from malnutrition, as he was weak and dull. So, she started to give him extra food like cod-liver oil and malt between the main meals and Horlicks after dinner to make him sleep. She also gave him cream cakes and chocolates.

3 What was the only fault of Tricki as diagnosed by Dr Herriot? Why did he say so?

or What was the major flaw in Tricki? **CBSE 2020**

Ans. Dr Herriot diagnosed that the only fault of Tricki for his health condition was his greed for food.

The surgeon says so because he knew that the pampering of Tricki's owner, Mrs Pumphrey created problems for the dog.

4 "You must harden your heart and help him in a strict diet." Why does Mr Herriot suggest this to Mrs Pumphrey?

Ans. Mr. Herriot suggested Mrs Pumphrey to be strict with Tricki because he knew about Mrs Pumphrey's love for her pet. The surgeon is aware that even though she tries to follow the diet prescribed for Tricki, she would be unable to refuse anything. Her love and care had harmed her dog and thus Dr Herriot suggests Mrs Pumphrey to reduce his diet.

5 What made James Herriot expect a call from Mrs Pumphrey? **CBSE 2015**

Ans. James Herriot's encounter with Mrs Pumphrey and Tricki's condition made him expect a call for help. He was sure that the extra diet and no physical activity would soon put Tricki's health in danger.

6 What made Mrs Pumphrey call the vet?

Ans. Tricki's condition made Mrs Pumphrey call the vet for help. Tricki had become fat and lazy. He just used to lie on his rug everytime. He also refused to eat food, even his favourite dishes and had been vomiting. So, Mrs Pumphrey called James Herriot (the vet) so that her dog could get a proper medical treatment.

7 How did Mrs Pumphrey and her servants behave when Tricki was being taken away to the surgery?

Ans. Mrs Pumphrey started crying upon realising that Tricki was being taken away to the surgery. All the servants were woken up. They rushed in and out carrying all the things that Tricki would need after hospitalisation. These things included beds, cushions, toys, bowls, coats etc.

8 How can you say that it was hard for Mrs Pumphrey to part with her doting pet?

Ans. It was hard for Mrs Pumphrey to part with her doting pet because Tricki was like her child. She loved him very much and would do everything to please her dog. So, when the surgeon suggested its hospitalisation, it was a terrible and tearful moment for her, however she agreed for the betterment of her pet.

9 The household dogs at the surgery rejected Tricki as an 'uninteresting object'. Why?

Ans. When Tricki arrived at the surgery, he was rejected by the household dogs as an 'uninteresting object' because of his laziness. As he entered the surgery, the other dogs surrounded Tricki and sniffed him, but Tricki did not give any response. Thus, they found him dull and uninterested.

10 Do you think Tricki was enjoying his stay at the hospital? **CBSE 201**

Ans. Yes, Tricki was definitely enjoying his stay at the hospital. He had befriended the gang of hairy household dogs.

He had found a new joy in being bowled over (pushed), trampled on and squashed. He had also become very energetic. He used to play and run all day long with the dogs. He was having a great time.

11 What kind of treatment was given to Tricki? Did it help in his recovery?

Or " I think I know a cure for you." What was the 'cure' given to Tricki?

Ans. Tricki was given a non-medicinal treatment. His diet was changed depending upon his body's response to it. He was kept on water for the first two days and then his diet was gradually increased.

Yes, this treatment did help Tricki as it built up energy in him and transformed him into an energetic dog in just a fortnight..

12 Briefly describe Herriot's days of content.

Or How did lunch become a 'ceremonial occasion' for Mr Herriot and his partners'?

Ans. The time of Tricki's stay at the hospital was a period of content for Herriot. He used to enjoy the treat that arrived in the name of Tricki, as he could not afford all this for himself. Herriot used to relish the fresh eggs in breakfast, wine before and during lunch and brandy in the night.

13 Was Tricki suffering from any ailment in reality? If not, then what made him inactive and lethargic? **CBSE 2019**

Ans. No, Tricki was not suffering from any ailment. It was his greed for food and the love of his mistress that spoilt his health to such an extent. He was being overfed everyday and that made him fat and lazy.

14 How do you know that Tricki had an affluent life?

Ans. We know that Tricki had an affluent life because he was a loved and pampered pet of a wealthy owner, Mrs Pumphrey. Mrs Pumphrey made sure that her pet had everything he may need or require. He not only had a complete wardrobe of coats but also separate bowls for food. He also had many toys, cushions and rubber rings. All these luxury items show that he lived a well-off life.

15 Why is Mrs Pumphrey responsible for Tricki's condition? **CBSE 2020**

Ans. Mrs Pumphrey was responsible for Tricki's condition because of her overindulgent behaviour. She did not cut down on Tricki's food and did not provide him with proper exercises, even after Tricki's doctor's advice. Instead, she used to feed him extra food as she felt that Tricki was suffering from malnutrition. As a result, Tricki's condition deteriorated.

Long Answer (LA) Type Questions

[5 Marks each]

1 Excess of everything is bad. Comment in the wake of Mrs Pumphrey's love for Tricki.

Or Mrs. Pumphrey, the overindulgent and caring mistress of Tricki, pampers her pet dog like a spoiled child. Comment. **CBSE 2020**

Ans. It is true that excess of everything is bad. It does more harm than good. This fact has aptly been justified in the story "A Truimph of Surgery" wherein Mrs Pumphrey, a rich lady over pampers her dog, Tricki. She wants Tricki to live as luxuriously as she lives. To make sure that her dog lives a lavish life, she not only makes sure that Tricki has everything but also fulfils his greed. Her love and care for Tricki makes her overfeed him. She feeds him extra food in between his main meals and does not reduce sweets like cream cakes and chocolates.

In her love for Tricki, she never realised that Tricki was a greedy dog and her over-caring nature would harm him. Even though the surgeon prescribes her a diet for Tricki, she was not able to follow it. Consequently, Tricki's condition gets worse. He becomes lazy, inactive and very fat.

Tricki's excessive diet spoilt his health to such an extent that he had to be hospitalised. Mrs Pumphrey's fondness and care for Tricki leads her to provide excess of food for her dog, even in the hospital. This shows that excess of everything can be harmful.

2 Dr. James Herriot was a competent veterinary surgeon. His practical approach and common sense helped in the rapid recovery of Tricki. Comment.

Or Pen down incidences in support of values one should inculcate from Mr James Herriot. **CBSE 2015**

Ans. Dr James Herriot was a capable veterinary surgeon who treated Tricki. He was a compassionate doctor and a wise and sympathetic human being. He showed his capabilities almost immediately when he advised Mrs Pumphrey to put Tricki on a strict diet after understanding his symptoms.

Dr Herriot was also an understanding and tactful person as he knew exactly how to free Tricki from the spoiling love of Mrs Pumphrey.

He does not operate upon the dog unnecessarily and adopted a practical approach to treat him. His method worked and soon Tricki was transformed into an energetic dog. Mr James was a caring and polite individual as he successfully tackles Mrs Pumphrey's anxiety about Tricki's recovery patiently. Dr. Herriot was not only a sincere doctor but was also a good natured man. He knew that the things sent by Mrs Pumphrey could not be given to Tricki.

So, without hurting her feelings, he kept the food items and consumed them on his own. So, one can inculcate the habits and characteristics of Mr James Herriot as he was an animal lover and knew that over pampering could make someone idle and dull. He loved his profession and treated his patient with due care and attention.

3 Do you think parents like Mrs Pumphrey exist? If yes, is it a good thing to pamper children? Why or why not? **CBSE 2012**

Ans. Yes, parents like Mrs Pumphrey definitely exist. Such people spoil their children by making sure that all their demands are met. They not only feed them junk but also spoil their social habits in the name of giving them love and care. This kind of behaviour is very harmful for children. Such overprotective parental behaviour also hinders their growth as adults.

In fact, it develops greed and dependency in them. They become stubborn and do not learn to value anything. For them, hard work is a myth as they ge everything easily.

Over pampered children often fail to face the hardships of life later, as for them life has been simple. So, pampering children in moderation is healthy, but excess of it is harmful. It is not just ba for humans but also for animals, as we see in the story 'A Triumph of Surgery'.

Self Assessment

Extract Based Question

Read the following extract carefully and answer the questions that follow.

1 It was a temptation to keep Tricki on as a permanent guest, but I knew Mrs Pumphrey was suffering and after a fortnight, felt compelled to phone and tell her that the little dog had recovered and was awaiting collection.

(i) Who is "I" in the above extract?
(a) Mrs Pumphrey (b) Mr Herriot (c) Mr Herriot's partner (d) None of these

(ii) Why it was a temptation to keep Tricki as a permanent guest?
(a) Because Tricki's owner was not worried.
(b) Because Mr Herriot and his partner did not want to loose the treat.
(c) Because Tricki's owner was sending eggs and bottles of wine for Tricki.
(d) Both (b) and (c)

(iii) Why Mrs. Pumphrey was suffering?
(a) Because she was ill. (b) Because Tricki was ill.
(c) Because she was away from Tricki. (d) Because Tricki was dead.

(iv) What was informed to Mrs. Pumphrey on phone?
(a) Tricki had recovered. (b) Tricki was critical.
(c) Doctor saved the life of her dog. (d) Both (a) and (c)

(v) Which word in the above extract is the antonym of 'permit'?
(a) Temptation (b) Compelled (c) Recovered (d) Collection

Short Answer (SA) Type Questions

2 Do you think Mrs Pumphrey should have changed her way of caring for Tricki? Why or why not?

3 How did Mrs Pumphrey show her concern for Tricki when he was at the surgery?

Long Answer (LA) Type Questions

4 Relishing the eggs, wine and brandy that Mrs Pumphrey sent for Tricki was not right on the part of Mr James Herriot. It portrays him as a greedy and materialistic man. Do you agree? Give reasons in support of your answer. Also state the values you can draw from his character.

5 Tricki was more than a dog. He was more like a member of the Pumphrey family. Elaborate.

CHAPTER

02

The Thief's Story

by Ruskin Bond

Chapter Overview

The story highlights how kindness, compassion and trust can change even criminals. In the story, a 15 year old thief named Hari Singh, undergoes a changes when he meets Anil, a 25 year old writer. Anil's unspoken words and kind gestures leaves a very positive impact on Hari Singh's life. As a result, Hari could not rab Anil as he had planned. He realised the importance of education and became a better man under Anil's company.

About the Characters

Hari Singh (The Narrator) He is a 15 year old, experienced thief. He is keen on learning how to read and write.

Anil He is a 25 year old, tall and lean man who earns his living by writing. He is a kind, simple and an easy-going person.

Summary

Hari Singh (The Narrator) Approaches Anil

The narrator met Anil, when he was a 15 years old thief. Hari approached Anil while he was watching a wrestling match. Anil was a tall, thin, easy going and simple type of man. The narrator thought that Anil could be an easy target for him to rob.

The narrator used some flattering words to gain Anil's confidence and soon they started conversing. He lied to Anil that his name was Hari Singh. The narrator changed his name every month to hide himself from police and his former employers. After this introduction, they talked about wrestlers and then Anil walked away.

Hari Follows Anil

When Anil started to walk off, Hari followed him and told him that he wanted to work for him. To this, Anil expressed his inability to pay Hari. Then Hari questioned Anil if he could feed him. Anil told Hari that he would employ him only if Hari knew how to cook. Hari lied that he knew how to cook and was employed.

Anil Brings Hari to his Room

Anil took Hari to his room which was located over Jumna sweet shop. He also told Hari that he could sleep in the balcony. Anil gave that night's food to a stray dog because the food cooked by Hari was terrible.

Anil had realised that Hari didn't know how to cook. He asked Hari to leave, but Hari stayed there, with his most appealing smile. Anil patted Hari's head and told him that he would teach him how to cook.

Anil Teaches Hari to Read and Write

Apart from cooking, Anil also taught Hari to write his name and promised to teach him how to write whole sentences and to add numbers. Hari was happy and grateful for getting educated as he knew that he could do anything once he could write like an educated man. Hari enjoyed working for Anil.

He made tea in the morning and later he would go to buy day's supplies. He would also make a profit of a rupee which he knew Anil did not mind.

Anil's Work

Anil had no regular income. He made money by contributing Articles to the magazines. Sometimes he would have enough money to celebrate and sometimes he had to borrow money.

Hari Gained Anil's Trust

One evening, Anil came back with a bundle of currency notes which he had earned by selling his book to a publisher.

At night, Anil put the money under his mattress and Hari noticed it. Hari had been working for Anil for almost a month and had gained Anil's trust.

Anil had given the key of the room to Hari. For Hari, this was the opportunity to rob Anil. However, due to Anil's trust, it was a difficult task for Hari to rob Anil. But he put away these thoughts and decided to rob Anil that night.

Hari Robbed Anil

At night, Hari crawled up to the bed when Anil was asleep. He slid his hand under the mattress and drew the money out quietly. He rushed out of the room and began to run on the road. He had secured the money with the string of his pyjama. He was running towards the railway station to catch 10 Express to Lucknow as he had planned. When he counted the money, he was happy to find 600 rupees.

Hari didn't Board the Train

Hari reached the station just when the train was moving out. He could have jumped to get into one of the carriages but he did not catch the train and stood alone on the platform. He did not know where to go as he had no friends except Anil.

Hari's Confused Feelings

Hari decided to leave the station and thought about how would Anil feel when he would come to know about the theft. Soon, he reached the maidan. It was November and it had started raining.

In the excitement of theft, Hari forgot that apart from giving him some money, Anil also educated him. He realised that education would have made him into a big, clever and respected man. He understood that it was easy to steal but it was difficult to be respected like Anil.

Hari's Final Decision

Finally, Hari decided to go back to Anil. He went back into the room and cautiously put back the wet currency notes under the mattress and went to sleep.

Anil Reacted Normally in the Morning

Hari woke up late in the morning. He found that Anil had already prepared tea. Anil gave a fifty rupee note to Hari which was still wet. He told Hari that he had earned some money by selling a book to a publisher and now would be able to pay him regularly.

He also told Hari that they would start writing sentences from that day. Hari felt that Anil knew about the theft but he didn't say anything to him about it.

WORD MEANINGS

The given page nos. correspond to the pages in the prescribed textbook.

Word	Meaning
Page 8	
fairly successful hand	reasonably successful in my work
lean	Thin in a healthy and attractive way
easy-going	relaxed and open-minded
of late	recently
get into ... confidence	win the young man's trust
flattery	insincere praise
put me off	distracted me
modestly	without boasting; humbly
ahead of	undetected by
grunting	making a short, low sound usually because of anger or pain
appealing	attractive
Page 9	
be off	go away
hung around	did not leave
Page 10	
by fits and starts	irregularly
cheque	payment for work done
queer	strange, unusual or not expected
crept	moved in a quiet, careful way to avoid being noticed
unlined	showing no sign of worry or anxiety
fifties	50 rupee notes
Page 11	
deserted	empty of people
Page 12	
heart sank	felt disappointed and discouraged
spirits rose	mood became happy

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Read and Find Out (Pages 8 and 10)

1 Who does 'I' refer to in this story?

Ans. 'I' refers to Hari Singh, the narrator of the story who is a 15 year old experienced thief.

2 What is he "a fairly successful hand" at?

Ans. He is 'a fairly successful hand' at stealing. He is an experienced thief. He is so clean and cautious in his work that he robs people without being caught.

3 What does he get from Anil in return for his work?

Ans. In return of Hari Singh's work, Anil gives him food and a place to live.

4 How does the thief think Anil will react to the theft?

Ans. According to Hari, Anil would be sad not because of the loss of money but because of the loss of trust he had in Hari.

5 What does he say about the different reactions of people when they are robbed?

Ans. Hari's experience at theft had made him aware of the differences in reactions of people when they're robbed. According to him, a greedy man shows fear, a rich man shows anger and a poor man shows acceptance.

6 Does Anil realise that he has been robbed?

Ans. Yes, Anil realised that he had been robbed. He would have noticed it because all the notes that he kept were wet the next morning. He also knew that it had rained the previous night so it was likely that somebody had taken the notes out.

Think About It (Page 13)

1 What are Hari Singh's reactions at the prospect of receiving an education? Do they change overtime? (*Hint*: Compare, for example, the thought: "I knew that once I could write like an educated man there would be no limit to what I could achieve" with these later thoughts: 'Whole sentences, I knew, could one day bring me more than a few hundred rupees. It was a simple matter to steal- and sometimes just as simple to be caught. But to be a really big man, a clever and respected man, was something else.") What makes him return to Anil?

Ans. Hari was very happy and grateful when he learned to write his name. He was very excited when Anil promised to teach him to write whole sentences as well. He knew that being an educated man will add to his abilities and he could achieve unlimited material success.

Yes, Hari's reactions changed overtime. When he left Anil's house, he realised that stealing was simply a crime to indulge himself but being educated was an entirely different thing.

He knew the respect, reputation and possibilities that would come to him once he was educated. The realisation to receive education and earn respect compelled him to return money to Anil.

2 Why does Anil not hand the thief over to the police? Do you think most people would have done so? In what ways is Anil different from such employers?

Ans. Anil does not handover Hari to the police on theft charges. He knew about the theft but he did not thrash him nor even mentioned it in front of Hari. He was glad that Hari had realised his mistake and the importance of education in life. Anil wanted Hari to become a literate man and lead a respectful life.

Unlike Anil, most people would have beaten up Hari Singh or would have handed him to the police for stealing the money.

Anil is different from other such employers because he is very understanding. Hari's return gave him the hope of a change in the thief. Anil wishes to reform the young thief through love and sympathy.

Talk About It (Page 13)

1 Do you think people like Anil and Hari Singh are found only in fiction, or are there such people in real life?

Ans. People like Anil and Hari Singh are found only in fiction and not in real life. Unlike Anil, most people would have either beaten up the thief or would had handed him to the police. These people are rarely found in today's world.

Anil was a kind and considerate person who was concerned about Hari's education and future while

Hari was a thief whose heart changes after realising the importance of education for his future. In the present world, such people are only found in imaginary stories or novels.

2 **Do you think it is a significant detail in the story that Anil is a struggling writer? Does this explain his behaviour in any way?**

Ans. Yes, it is a significant detail that Anil is a struggling writer. He had no regular source of income. Consequently, he used to spend according to his pocket, when he had money he would celebrate and when he didn't have money, he borrowed it. This fact somewhere explains the kindness and sympathy with which he treats Hari. His condition is to some extent similar to Hari. Just like Hari, he also struggles to get proper meals. He understands Hari's condition and thus helps Hari.

3 **Have you met anyone like Hari Singh? Can you think and imagine the circumstances that can turn a fifteen-year-old boy into a thief?**

Ans. No, I haven't met anyone like Hari Singh. But I am sure about the existence of such people who win someone's confidence and then cheat that person.

Hari Singh is a 15 year old boy who had been a thief since long. There can be many reasons for him entering such a profession. It can be due to poverty or illiteracy. He may be an orphan who had never been to school and thus, have become a thief.

4 **Where is the story set? (You can get clues from the names of the persons and places mentioned in it). Which language or languages are spoken in these places? Do you think the characters in the story spoke to each other in English?**

Ans. The story is set somewhere in Uttar Pradesh near Lucknow. We can say so because the story mentions that there is a railway station for Express train to Lucknow. The presence of sweet shops and bazaars also indicate it to be a decent-sized town. Hindi is mostly spoken in these places.

No, the characters in the story do not speak to each other in English but probably in Hindi.

TO VIEW COMPLETE CHAPTER PUBLISHED BY NCERT
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Exam Practice

Extract Based Questions

[5 Marks each]

d the following extracts carefully and answer the questions that follow.

1 He also taught me to write my name and said he would soon teach me to write whole sentences and to add numbers. I was grateful. I knew that once I could write like an educated man there would be no limit to what I could achieve.

(i) Who is 'He' in the above extract refers to?
(a) Hari Singh (b) Anil
(c) Police (d) Teacher

(ii) Who is the author of the story 'The Thief's story'?
(a) James Herriot (b) Ruskin Bond
(c) Robert Arthur (d) Victor Canning

(iii) What did Hari do to earn his living?
(a) He was a beggar. (b) He was an orphan.
(c) He was a ragpicker. (d) He was a thief.

(iv) Why was the narrator grateful?
(a) As Anil gave him a job.
(b) As Anil gave him money.
(c) As Anil educated him.
(d) All of the above

(v) What could he do as an educated man?
(a) He could write.
(b) He could add numbers.
(c) He could teach.
(d) He could achieve anything.

s. (i) (b) Anil
(ii) (b) Ruskin Bond
(iii) (d) He was a thief.
(iv) (c) As Anil educated him.
(v) (d) He could achieve anything.

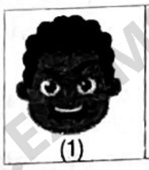
2 There was a fifty rupes note between his fingers. My heart sank. I thought I had been discovered. "I made some money yesterday," he explained. "Now you'll be paid regularly."My spirits rose. But when I took the note, I saw it was still wet from the night's rain. "Today, we'll start writing sentences," he said. He knew. But neither his lips nor his eyes showed anything.

(i) Why did the narrator's heart sink?
(a) He thought that Anil might know that he had stolen the money.
(b) He thought that Anil might be sad from his behaviour.
(c) He thought that Anil wouldn't trust him anymore.
(d) All of the above

(ii) What did Anil say to Hari Singh on knowing about his guilt?
(a) He said that Hari Singh will be paid regularly.
(b) He said that Hari Singh will be punished for his offence.
(c) He said that he will educate Hari.
(d) He didn't say anything.

(iii) Which personality trait of Anil transformed Hari Singh?
(a) Honesty (b) Kindness
(c) Empathy (d) Humbleness

(iv) Choose the answer that lists the correct option regarding Hari's expression.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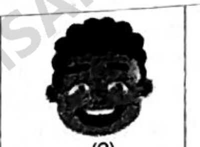
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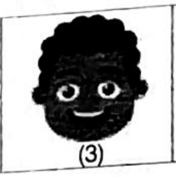
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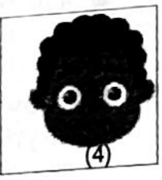
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(a) Option (1) (b) Option (2)
(c) Option (3) (d) Option (4)

(v) Hari Singh felt guilty because ....
(a) he stole the money from Anil.
(b) he broke the trust of Anil.
(c) he was not kind like Anil.
(d) Both (a) and (b)

Ans. (i) (d) All of the above
(ii) (d) He didn't say anything.
(iii) (b) Kindness
(iv) (c) Option (3)
(v) (d) Both (a) and (b)

3 When the train had gone, I found myself standing alone on the deserted platform. I had no idea where to spend the night. I had no friends. **CBSE 2014 (Modified)**

(i) The speaker was standing alone on the platform because
(a) he wanted to be left alone
(b) he has reached the wrong station
(c) the train had just left
(d) the train had got cancelled

(ii) Why did the speaker not have any friends?
 (a) Because nobody liked him
 (b) Because he was a thief
 (c) Because he was old
 (d) Because he thought that friends were more trouble than help

(iii) Which word in the extract is the opposite of 'crowded'?
 (a) Alone (b) Deserted
 (c) Idea (d) real

(iv) The word 'myself' in the extract is a
 (a) pronoun (b) verb (c) noun (d) adverb

(v) Why did he do not have idea where to go?
 (a) As he was a thief.
 (b) As he didn't know anyone there.
 (c) As the police was after him.
 (d) As he was at a strange place.

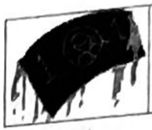
Ans. (i) (c) the train had just left
(ii) (d) Because he thought that friends were more trouble than help
(iii) (b) Deserted
(iv) (a) pronoun
(v) (b) As he didn't know anyone there.

4 My spirits rose. But when I took the note, I saw it was still wet from the night's rain. "Today we'll start writing sentences", he said, He knew. But neither his lips nor his eyes showed anything. I smiled at Anil in my most appealing way. And the smile came by itself, without any effort.

(i) Who is 'he' in the extract?
 (a) Anil (b) Anil's friend
 (c) Hari Singh (d) None of these

(ii) What did he know?
 (a) About the theft of his money.
 (b) About the theft of his books.
 (c) About what Hari was thinking.
 (d) About Hari's background.

(iii) Choose the answer that lists the correct option regarding the condition of the notes.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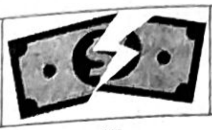
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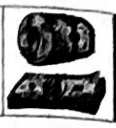
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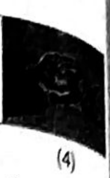
(4)

 (a) Option (1) (b) Option (2)
 (c) Option (3) (d) Option (4)

(iv) Which word in the extract means the same as 'reveal'?
 (a) Appealing (b) Showed
 (c) Effort (d) Smile

(v) Why did Hari Singh smile in his most appealing way?
 (a) Because he was grateful and appreciative of Anil's generosity.
 (b) Because Anil was humble towards him.
 (c) Because he has realised his mistake.
 (d) Because Anil didn't say anything to him.

Ans. (i) (a) Anil
(ii) (a) About the theft of his money.
(iii) (a) Option (1)
(iv) (b) Showed
(v) (a) Because he was grateful and appreciative of Anil's generosity.

Short Answer (SA) Type Questions

[2/3 Marks each]

1 Why did Hari Singh approach Anil?

Ans. Hari Singh was a thief. He approached Anil with the intention of robbing him, as he seemed to be an easy-going and simple man who could be an easy target for the young thief.

2 'Anil walked away. I followed casually'. Why do you think the narrator followed Anil?

Ans. The narrator's purpose of robbing Anil had not yet been fulfilled. So he followed Anil to gain his trust and to look for an opportunity that may help him give shape to his plans.

3 What did Anil and Hari agree upon to be the mode of payment? **CBSE 2015**

Ans. When Anil expressed his inability to pay Hari, he questioned Anil if he could feed him. Anil told Hari that he could feed him only if he knew how to cook. Therefore, food and a place to live were agreed upon as the mode of payment to Hari to work for Anil.

4 Did Hari like working for Anil? Give reasons in support of your answer. **CBSE 2014**

Ans. Yes, Hari liked working for Anil. He made tea in the morning and would go to buy day's supplies. He would also make a profit of a rupee by his work. Apart from the work, he was also grateful for getting educated by Anil.

5 In which queer way did Anil make a living? **CBSE 2018**

Ans. Anil made a living by writing articles for magazines, which seemed queer to Hari, because the money was not earned by Anil on a regular basis.

6 Why was it difficult for Hari to rob Anil?

Ans. It was difficult for Hari to rob Anil because Anil was the most trusting person Hari had ever met. He was really simple and kind. Hari knew that loss of money would not affect Anil but the loss of trust would make him sad.

7 State the events that took place on the night of the theft. **CBSE 2016**

Ans. After stealing Anil's money and leaving Anil's house, Hari went to the railway station but didn't board the train to Lucknow. He walked slowly through the bazaar as he did not know anyone or had any friends who would provide him shelter except Anil. He was forced to take shelter under the clock tower later when it started raining heavily.

8 Was Hari Singh successful in robbing Anil? Was Anil the only one who was robbed or did Hari also rob himself of something?

Ans. Yes, Hari Singh was successful in robbing Anil. But Anil was not the only one who was robbed at that time. Hari had robbed himself as well. He had lost the chance of receiving education and being literate.

Hari had robbed Anil monetarily but he had also robbed himself of the chance for a better and brighter future, which was much more valuable.

9 What made Hari Singh go back to Anil's house? **CBSE 2020**

Ans. Hari Singh decided to go back to Anil's house because he realised the importance of the education he was receiving from Anil. He knew that learning how to write and being a literate person would open doors to many opportunities. He was sure that he would then be able to earn more than a few hundred rupees he had in hand at that time.

10 How was the morning after the night of the theft?

Ans. The morning after the night of the theft was just like a normal one except for the fact that Hari woke up late and Anil had made tea for him. Anil gave a fifty rupee note to Hari and told him that he would now be paid regularly. Hari felt that Anil knew about the theft but he didn't show anything.

11 How do you think Anil may have come to know about the theft?

Ans. Anil may have come to know about the theft because of the wetness of the notes. He was a kind but wise man. It wouldn't have been difficult for Anil to make out the series of events that would have taken place in the night.

12 Had Anil really forgiven Hari Singh? Support your answer with evidence. **CBSE 2012**

Ans. Yes, Anil had forgiven Hari Singh. It is evident because Anil handed over to Hari a fifty rupee note as soon as Hari woke up. Though he knew that Hari had robbed the money at first but his subsequent actions gave him hope of change in Hari's character.

13 How was Hari Singh's 'appealing smile' at the end different from his similar smiles on earlier occasions?

Ans. Hari Singh's 'appealing smile' at the end is different from his similar smiles on earlier occasions. Earlier, his smiles were fake and artificial. They were full of flattery that aimed to fulfill his goal. But in the end, his smile was real, it was natural and appealing.

14 Describe Hari Singh, the young and successful thief.

Ans. Hari Singh or the narrator of the story is a 15 year old boy who claims to have gained a lot of experience as well as expertise in the field of theft. He knew how to find easy victims and used his knowledge to get close to them. He was also clever enough to avoid the police and his former employers by changing his name every month.

15 Why does Anil not hand Hari Singh over to the police? **CBSE 2020**

Ans. Anil does not handover Hari to the police on theft charges. He knew about the theft but he did not thrash him nor even mentioned it in front of Hari. He was glad that Hari had realised his mistake and the importance of education in life. Anil wanted Hari to become a literate man and lead a respectful life.

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[5 Marks each]

Long Answer (LA) Type Questions

1 Money can't Make a man as much as education can. Elucidate the statement with reference to "A thief's story." **CBSE 2013**

Ans. The statement "money can't make a man as much as education can". Stands true in almost all the aspects of life. Money may buy us all the luxuries and fulfill our needs but it cannot buy us knowledge, civilised thinking, skills and abilities to achieve our dreams. Education lays the platform for all to act upon our goals according to our abilities. It enables us to keep up with the fast moving world and that opens the door to opportunities we do not know exist.

Money, on the other hand, can assist us to a certain level. It can buy us a plan but education gives us the knowledge of its execution.

In the story, " The Thief's story" Hari Singh, a young thief realises the importance of education. He meets a struggling writer Anil who allows him to work for him. Anil teaches Hari to write. Hari who had befriended Anil to rob him of money, returns back because he understands that education will make him a big, clever and a respected man. He accepts that with education, he would be able to earn much more than what he had robbed.

2 Hari Singh didn't board the express and returned to Anil. It shows that everyone was some conscience that they do not put in practice. Elaborate with reference to 'The Thief's story'.

Ans. Everyone has an inner conscience that tells them about right or wrong. It fills one with guilt when one does something wrong and delights one when something right happens. In the story 'The Thiefs story', the narrator's/Hari's conscience is pricked as he robs the honest and kind man, him.

He works for Anil with a purpose of looking for an opportunity to rob him, but during his stay with his master he not only learns about love, sympathy and trust but also understands the importance of education.

Even though Anil knows that Hari keeps one rupee as profit from his daily routines, he never asks Hari for it and teaches him to write. When Hari robs Anil, he states that it is difficult for him to rob Anil but it is much difficult for him to run away after robbing Anil.

He has a guilty conscience. He does not want to hurt Anil and wants to change himself. This does not only force him to return the money but also makes him want to get educated.

The inner conscience which came forward in Hari had been dormant (hidden) before he had stolen Anil's money. Just like Hari did not put it into practice, many people ignore it. It is the circumstances that awaken the inner conscience and put it into practice.

3 Education, love and sympathy can transform even a thief. How is it true in the case of Hari Singh? **CBSE 2020**

Ans. A man is essentially a product of the circumstances and the environment that he lives in. Hari Singh was a boy of just fifteen but was an experience thief who had a fairly successful hand in his profession. It was his circumstances that led him into such a profession which he retained even while he lived with Anil. He went to live with Anil with a purpose of robbing him and was even successful in doing so.

However, Anil was not a fool. He knew about Hari's act of theft but did not hand over Hari to the police. It was his care, love and sympathy that affected Hari so much so that he could not run away after robbing Anil. Anil's compassion and kind-heartedness brought about a change in Hari.

Further, Anil taught Hari how to read and write. The prospect of education created a deep impression on Hari's mind. He realised that with education he would not only be able to earn money but will also become a respected man.

Hence, it is true that education, love and sympathy can transform even a thief like Hari Singh.

Self Assessment

Extract Based Question

Read the following extract carefully and answer the questions that follow.

1 I slowed down to a walk and counted the notes: 600 rupees in fifties! I could live like an oil-rich Arab for a week or two.

(i) Where did the speaker get the money from?

(a) He stole it from Anil
(b) He got it as his salary
(c) He got it as a gift
(d) He got it from his parents

(ii) Where was the speaker headed to?

(a) He was headed to the hospital
(b) He was headed to the canteen
(c) He was headed to the airport
(d) He was headed to the railway station

(iii) What is the meaning of the phrase 'oil-rich Arab'?

(a) A very rich person
(b) A miser person
(c) A stingy person
(d) An elegant person

(iv) What is the opposite of 'slowed'?

(a) Decelerated
(b) Speeded
(c) Mowed
(d) Cowed

(v) Which of the following note does the speaker have?

(a) Hundred rupees note
(b) Fifty rupees note
(c) Six hundred rupees note
(d) Two rupees note

Short Answer (SA) Type Questions

2 What encouraged Hari Singh to make Anil his next prey?

3 What different shortcomings of Hari Singh did Anil ignore?

Long Answer (LA) Type Question

4 'But neither his lips nor his eyes showed anything'. Anil did not show that he knew about the theft. What kind of a person do you think Anil was? Also throw light on the virtues you learn from his character.

CHAPTER

03

The Midnight Visitor

by Robert Arthur

Chapter Overview

This is a story about two smart secret agents who try to outsmart each other. Ausable, a secret agent is expecting to receive a very important report about some new missiles. Another secret agent, Max also wants to get the report and so, threatens Ausable. However, Ausable traps him with his convincing stories and eliminates Max using his presence of mind.

About the Characters

Ausable He is a secret agent who does not look like one at all, but shows great presence of mind to outwit another secret agent.

Fowler He is a young and romantic writer who is looking for some excitement in the company of a secret agent like Ausable.

Max He is a rival secret agent who is fooled by Ausable and falls to his death.

Summary

Fowler Meets Ausable, A Secret Agent

Fowler, a young romantic writer had come to meet a secret agent, Ausable in a French hotel. Ausable was a secret agent but he did not look like one at all. He was fat and spoke French and German with an American accent. Fowler was disappointed to see Ausable as he could not find any characteristics of a secret agent in Ausable as he had read.

Fowler had imagined Ausable as a mysterious figure with a crack of pistols and drugs in wine. Instead, he met a dull fat man in an unromantic location. Ausable guessed Fowler's disappointment.

Ausable told Fowler that soon he would receive a very important report that could change the course of history.

Another Secret Agent Max

When both Ausable and Fowler entered Ausable's hotel room and switched on the light, they saw a man pointing a small automatic pistol towards them. This man was Max, another secret agent.

Ausable was surprised to see Max in France (Paris) as according to the information he had, Max was suppossed to be in Berlin.

Max's Mission

Max was thin but not very tall. He appeared crafty (clever) and cunning like a fox. He clearly told Ausable the purpose of being in his room. He wanted to take away highly confidential reports about some new missiles that Ausable would get that night.

Ausable Talks about the Balcony

Ausable sat on the armchair and complained about the balcony that is attached to his room. He tells Fowler that this was a second time that someone used the balcony to secretly enter his room.

Max here clarifies that he did not enter the room through the balcony but had entered with the help of pass key. Ausable explained to Fowler that it was actually not his balcony but the balcony of the next apartment.

He further tells him that his room and the next apartment were earlier a larger unit. Now, the unit has been divided, but the balcony still exists. The management had done nothing to block the balcony.

Waiting for the Report

Max now began to talk about the arrival of the report. He told Ausable that the report would arrive in half an hour. Ausable corrects him and told him that he was supposed to get the report at 12:30 am. Ausable wanted to know how Max came to know about the report but Max asked Ausable how his people had got that report.

Max's Attempt to Escape

Suddenly, there was a knocking at the door. Ausable informs Max that it was the police whom he had called for extra protection. This information makes Max nervous. As the knocking was repeated loudly, Max angrily threatened Ausable to ask the police to go away or he would shoot him. However, Ausable told Max that the door was unlocked and police would shoot him. The knocking at the door became louder and someone shouted Ausable's name.

Max decided to wait in the balcony until the police went away. He climbed the window sill and jumped out of it as soon as the door was opened.

An Unexpected Twist

The door of the room was opened and a waiter came in with drinks. Fowler was shocked now he wanted to know where was the police and how Max would get arrested. Ausable informed him that there was no police and it was only the waiter Henry with the drinks he had ordered.

Fowler was still worried that Max would return with a pistol but Ausable reassured him that Max wouldn't return because there was no balcony and Max had jumped to his death as the room was on the sixth floor.

WORD MEANINGS

The given page nos. correspond to the pages in the prescribed textbook.

Word	*Meaning*
Page 14	
musty	smelling of mould/ fungus
gloomy	cheerless
let down	disappointed
romantic adventure	exciting happening
accent	a distinctive way in which people in a particular area, country or social group pronounce words
passably	just well enough to be understood
wheezily	with a whistling sound
espionage	spying
envisioned	imagined
sloppy	(here) carelessly dressed
slipped	passed secretly
prosaic	routine/ordinary

Word	*Meaning*
chuckled	laughed quietly without opening the mouth
disillusioned	disappointed
take cheer	be happy
Page 15	
affect the course of history	change the way things happened or will happen
drama	excitement
authentic thrill	a real feeling of excitement
wheezed	spoke breathing noisily and heavily
start	shock
slender	gracefully thin
crafty, pointed countenance	cunning look
menacing	dangerous
missiles	weapons directed by remote control or automatically

Word	*Meaning*
Page 16	
raise the devil	make a strong protest
grimly	seriously
nuisance	causing annoyance
pressing blackly	showing total darkness
inflection	change of tone
passkey	duplicate key
block it off	close it
check on	meet
backed swiftly	went back quickly
take my chances	to do something that involves risks
Page 17	
shrilly	piercingly/in a high pitch
deftly	neatly and skilfully
uncorked	removed the top cover
white-faced	pale from fear

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Read and Find Out *(Page 14)*

1 How is Ausable different from other secret agents? **CBSE 2011, 2020**

Ans. Ausable is different from other secret agents in several ways. He was extremely fat. Inspite of living in Paris for over twenty years, he spoke French and German with difficulty and had an American accent. Instead of getting messages passed secretly to him by beautiful girls, he got only a routine telephone call for making an appointment. In these ways, he was different from other secret agents.

2 Who is Fowler and what is his first authentic thrill of the day?

Ans. Fowler is a writer and he had come to meet Ausable in order to get some material for his writings. His first authentic thrill of the day came when he saw a man in Ausable's room pointing a pistol towards Ausable and himself.

(Page 15)

3 How has Max got in?

Ans. Max had got into the room using a passkey or master key.

4 How does Ausable say he got in?

Ans. Ausable said that Max had got into the room through the balcony. He said that it was the second time in a month that somebody had got into his room this way.

Think About It *(Page 18)*

1 "Ausable did not fit any description of a secret agent Fowler had ever read." What do secret agents in books and films look like, in your opinion? Discuss in groups or in class some stories or movies featuring spies, detectives and secret agents, and compare their appearance with that of Ausable in this story. (You may mention characters from fiction in languages other than English. In English fiction you may have come across Sherlock Holmes, Hercule Poirot, or Miss Marple. Have you watched any movies featuring James Bond?)

Ans. Secret agents in fiction are projected like ideal ma 'Tall, dark and handsome'. They are usually well-built and keep beautiful women for company. They would smoke a pipe (like Sherlock Holmes) or a cigar and execute death-defying stunts (like James Bond). Movies based on James Bond show hi-tech gadgets which assist the detective in countering villains. However, there are some exceptions to this appearance of a secret agent also.

A character named Feluda was created by Satyajit Ray, the famous Bengali filmmaker. Feluda was a tall athletic figure who relied on his superb analytical ability and observation skills.

(Students can discuss about more detective or secret agent figures)

2 How does Ausable manage to make Max believe that there is a balcony attached to his room? Look back at his detailed description of it. What makes it a convincing story?

Ans. Ausable creates a detailed description of how his office was part of a bigger apartment and how the next room had a direct connection with a balcony. His statement that somebody else also broke into his office through that balcony earlier made it a convincing story. In this way, Ausable managed to make Max believe that there is a balcony attached to his room.

Ausable's ability to think quickly and calmly in a situation of panic makes it convincing.

3 Looking back at the story, when do you think Ausable thought up his plan for getting rid of Max? Do you think he had worked out his plan in detail right from the beginning? Or did he make up a plan taking advantage of events as they happened?

Ans. No, I don't think that he had worked out his plan in detail earlier. He took advantage of events as they happened.

Ausable made up a story of the balcony outside the room and as there was a knock at the door, he said that it would be the police. All these made Max desperate. He became restless and without seeing below, jumped out of the window.

Talk About It *(Page 18)*

1 In this story, Ausable shows great 'presence of mind', or the ability to think quickly and act calmly and wisely, in a situation of danger and surprise. Give examples from your own experience, or narrate a story, which shows someone's presence of mind.

Ans. In the story 'The Midnight Visitor", Ausable shows great presence of mind or the ability to think quickly and act calmly and wisely in a situation or danger.

Such a similar presence of mind is shown by Gerrard in the story/play 'If I were you'. When Gerrard is held hostage by a criminal, he not only treats him as a guest but also traps him with his confidence. Gerrard convinces the criminal that he is also a criminal. He tells him to run away through the exit door which actually is a cupboard. The criminal believes Gerrard and gets trapped in the cupboard while Gerrard calls the police. Thus, it is his presence of mind that helps him get out of a difficult situation.

2 Discuss what you would do in the situations described below. Remember that presence of mind comes out of a state of mental preparedness. If you have thought about possible problems or dangers, and about how to act in such situations, you have a better chance of dealing with such situations if they do arise.

(i) A small fire starts in your kitchen.
(ii) A child starts to choke on a piece of food.
(iii) An electrical appliance starts to hiss and gives out sparks.
(iv) A bicycle knocks down a pedestrian.
(v) It rains continuously for more than twenty-four hours.
(vi) A member of your family does not return home at the usual or expected time.

You may suggest other such situations.

Ans. (i) If a small fire starts in my kitchen, I would first look for its source. If it is due to an electrical problem, a blanket should be put over the fire to shut out the air. If the fire is not due to an electrical problem, water can be thrown on it. If it is due to a short-circuit, electricity must be disconnected immediately before taking any other measure.

(ii) When a child starts to choke on a piece of food, the child's back must be thumped slowly until the piece of food stuck in the child's mouth is vomited out. However, in case it continues, the child should be given trained medical aid immediately.

(iii) When an electrical appliance starts to hiss and gives out sparks, the electricity supply to the appliance should be immediately disconnected. If it is plugged into a socket, the plug must be removed from the socket. Later on, the appliance should be repaired by an authorised person.

(iv) If a bicycle knocks down a pedestrian, first aid should be given to the injured person at once. Public help may also be asked, if necessary. Depending on the seriousness of the injury, the affected person may be shifted to a hospital.

(v) Flooding may be caused by a heavy downpour. So all necessary precautions for saving various possessions should be taken, besides informing the concerned authorities to take preventive action.

(vi) A family member not returning home at the usual time should be enquired for at the place he or she was expected to visit. If he or she was with friends, these friends or the friends' families should be contacted. If there is no result from these enquiries, as a last resort (last option), the local police may be informed.

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Exam Practice

[5 Marks each]

Extract Based Questions

Read the following extracts carefully and answer the questions that follow.

1 And then there was his accent. Though he spoke French and German passably, he had never altogether lost the American accent he had bought to Paris from Boston twenty years ago.

(i) 'He' in the extract refers to

(a) Ausable (b) Max
(c) Fowler (d) Fowler's brother

(ii) Where did Fowler meet 'him'?

(a) At a small room on the fifth floor of a German hotel.
(b) At a small room on the sixth floor of a French hotel.
(c) At a large room on the sixth floor of a French hotel.
(d) At a small room on the sixth floor of a German hotel.

(iii) Which of the following words (adjectives) can be used to describe a person's accent?

(a) Heavy (b) Thick
(c) Pronounced (d) All of these

(iv) Choose the options that correctly describes Fowler's reaction on meeting 'he'?

(a) He felt Lucky (b) He felt excited
(c) He felt Giet down (d) He did not show any reaction

(v) The word 'passably' in the extract means

(a) fluently
(b) slowly
(c) quickly
(d) satisfactorily but not fluently

Ans. (i) (a) Ausable
(ii) (b) at a small room on the sixth floor of a French hotel
(iii) (c) Pronounced
(iv) (c) He felt Giet down
(v) (d) satisfactorily but not fluently

2 "You are disillusioned", Ausable told him. "But take cheer, my young friend. Presently you will see a paper, a quite important paper for which several men and women have risked their lives, come to me. Some day soon that paper may well affect the course of history. In that thought is drama, is there not?

(i) Who is 'my young friend' in the extract?

(a) A waiter (b) Fowler
(c) Max (d) A doctor

(ii) What does 'my young friend' do for a living?

(a) He is a surgeon (b) He is a detective
(c) He is a reporter (d) He is a writer

(iii) What is the 'important paper' referred to in the extract?

(a) A report regarding some new furniture.
(b) A report regarding some new recruitment.
(c) A report regarding some new missiles.
(d) A report regarding a trade deal.

(iv) 'my young friend' was disillusioned because

(a) he found Ausable sleeping.
(b) Ausable did not give him appropriate time
(c) Ausable was not like a stereotypical secret agent.
(d) he had lost his wallet.

(v) Which of the following words is the opposite of 'disillusioned' as used in the extract?

(a) Satisfied (b) Elated
(c) Surprised (d) Disappointed

Ans. (i) (b) Fowler
(ii) (d) He is a writer.
(iii) (c) A report regarding some new missiles.
(iv) (c) Ausable was not like a stereotypical secret agent
(v) (a) Satisfied

3 And as the light came on, Fowler had his first authentic thrill of the day. For halfway across the room, a small automatic pistol in his hand, stood a man.

Ausable blinked a few times.

(i) The 'man' referred to in the extract is
- (a) the gatekeeper
- (b) the pantry boy
- (c) Max
- (d) the hotel manager

(ii) Which adjective/s is/are used in the text to describe the 'man'?
- (a) Slender
- (b) Crafty
- (c) Menacing
- (d) Both (a) and (b)

(iii) Which option properly describes the reaction of Ausable on seeing the 'man'?
- (a) He was relieved
- (b) He was startled
- (c) He was happy
- (d) He was calm

(iv) Which of the following words is the antonym of 'authentic'?
- (a) real
- (b) thin
- (c) genuine
- (d) fake

(v) Ausable though that the 'man' was in
- (a) Paris
- (b) Berlin
- (c) Frankfurt
- (d) New York

Ans. (i) (c) Max

(ii) (d) Both (a) and (b)

(iii) (b) He was startled

(iv) (d) Fake

(v) (d) New York

4 You can get onto it from the empty room two doors down and somebody did, last month. The management promised to block it off. But they haren't."

(i) Who is speaking these words to whom?
- (a) Max to Fowler
- (b) Ausable to Fowler
- (c) Fowler to Max
- (d) Ausable to Max

(ii) 'It' in the extract refers to
- (a) a staircase
- (b) a corridor
- (c) a balcony
- (d) a non-existent balcony

(iii) Which of the following does not use the phrase 'block off' properly in the sentences?
- (a) The road has been blocked off to prevent the entry of the miscreants.
- (b) Why are you looking so blocked off today?
- (c) I don't know why Shrishti was blocking off my way?
- (d) You can block anyone off on your phone who is irritating you.

(iv) Max had entered Ausable's room in order to
- (a) rob him
- (b) kill him
- (c) get some important papers
- (d) surprise him

(v) The incident in the extract happened in
- (a) the night
- (b) the afternoon
- (c) the morning
- (d) the evening

Ans. (i) (b) Ausable to Fowler

(ii) (d) a non-existent balcony

(iii) (b) Why are you looking so blocked off today?

(iv) (c) get some important papers

(v) (a) the night

Short Answer (SA) Type Questions

[2/3 Marks each]

1 Why had Fowler wanted to meet Ausable? Is the meeting successful? Give reasons for your answer.

Ans. Fowler was a writer who wanted to meet Ausable, a secret agent, most probably to get material for his writings.

He wanted to know how Ausable tackled different dangerous situations. Yes, his meeting with Ausable is successful as he comes across a dangerous situation when Max, another secret agent came to take an important document from Ausable.

2 Describe Ausable's reaction after finding Max in his room. **CBSE 2014**

Ans. Initially, when Ausable saw Max in his room he got a shock. but he remained calm. Max also had a pistol with him, so Ausable didn't try anything disputable. He just kept himself cool and fooled Max by using his brain to invent stories.

3 Why did Ausable frame the story of the balcony? **CBSE 2012**

Ans. Ausable framed the story of the balcony to save himself and Fowler by the rival secret agent, Max. The rival would have been able to get the important report about the new missiles if Ausable had not created this story.

4 Why did Max's face turn black with anger? What did he want Ausable to do? **CBSE 2012**

Ans. Max's face turned black with anger because he felt that his plan of extracting the important document from Ausable was in danger. He knew his plan could fail due to the knocking on the door, which Ausable identified as the police. He wanted Ausable to send the police away.

5 Who actually had knocked at the door of Ausable's room? Why did he come there? **CBSE 2010**

Ans. The waiter (Henry) in the hotel where Ausable stayed knocked at the door of Ausable's room. He had brought the drinks which Ausable had ordered when Fowler arrived in the hotel.

He came there because he was doing his duty of serving a customer of his hotel.

6 "Ausable shows great presence of mind in a situation of danger and surprise." Do you agree with this statement? If yes, why?

Ans. Yes, I agree with this statement, as Ausable showed great presence of mind when Max pointed a gun at him as he entered the hotel room with Fowler. He remained calm and cool and started inventing stories as required to fool Max into jumping to his death.

7 Did Fowler find the episode with Max thrilling or disappointing ? Give reasons for your answer.

Ans. Fowler must have found the episode with Max to be very thrilling. He was earlier disappointed to see Ausable but was very surprised at the tactful nature of the secret agent. His purpose of getting to know how Ausable reacts in different situations was fulfilled.

8 Describe Max as a secret agent.

Ans. Max was a secret agent and enemy of Ausable. He was thin but not very tall. He appeared clever and cunning like a fox. (Fowler comes across him in Ausable's room when he saw Max. Max had come to take the important report about new missiles. However, he is deceived by Ausable who made him jump out of his window.)

Long Answer (LA) Type Questions

[5 Marks each]

1 What information did Ausable give about the imaginary balcony? Why did he do so? **CBSE 2013**

Ans. Ausable gave a detailed description of the imaginary balcony located near the window of his room. He tells Fowler and indirectly Max that his room was a part of a bigger and larger unit. His room was connected to the next room which had a balcony that extended to the window. He adds that it was the second time when someone had entered his room secretly through the balcony. The hotel management staff had done nothing to block the balcony.

The purpose of discussing these details about an imaginary balcony was to convince his enemy, Max of its existence. He knew that the drink that he had ordered would soon be coming and may prompt Max to jump into the balcony and it exactly happened in the same way. As soon as there was a knock at the door, Max was fooled into believing it to be the police. In a hurry to run away Max jumped into the balcony to his death.

2 Ausable was a clever secret agent. Do you agree with the statement? Justify your answer. **CBSE 2012**

Ans. Yes, I agree with the statement that Ausable was a clever secret agent. Initially, when Fowler met him, Ausable did not look at all like a conventional secret agent. He was fat and had an American accent. He was unlike the usual secret agents. However, just like spies and secret agents he was very sharp and active.

He saved himself as well as Fowler from a dangerous situation by using his intelligence. He cleverly created two stories, one about the balcony outside the window of his room and the other about calling the police for extra protection.

In the face of eminent danger, he remained calm and composed. His composture also saved the important documents from going into the wrong hands of Max.

Ausable's intelligence fooled Max into believing a false story and made him jump out of the window. His presence of mind, tactfulness and calmness, all point towards his cleverness and wisdom.

3 Why did Max scream shrilly when he dropped to the balcony? **CBSE 2011**

Ans. In the story, 'The Midnight Visitor,' Max screams shrilly when he dropped to the balcony because the balcony did not exist at all. It was just a piece of Ausable's imagination.

Ausable creates the story of the balcony to save himself and Fowler and the important papers from reaching to wrong hands. He befooled Max into believing that his balcony exists. His brief description to his guest Fowler regarding the presence of the balcony and his complaints regarding the hotel management convinced Max into, believing that there was a balcony just outside the window of Ausable's room.

Therefore, when Ausable creates another story of the police, Max tried to jump onto the non-existent balcony without looking. As the room was on sixth floor, Max fell from it unexpectedly and must have died by falling from such a height. His scream was then a result of this unexpected fall.

4 A calm mind can help you tackle the direst stress. Elaborate with reference to "The Midnight Visitor".

Ans. Certainly, a calm mind can help us tackle the direst stress. When we face difficult situations, we are always told to stay calm, cool and focussed.

If we panic, it hampers our thinking ability and we are unable to take proper decisions. Our minds don't work properly and we lose hope.

In the story, "The Midnight Visitor", Ausable, the secret agent remains calm. This calmness and composure saves not only himself and Fowler but also the important papers. It also enables him to create two imaginary stories that led him to outwit (deceive) Max. If he had panicked and done something fishy (disputable), then Max would have probably killed him and his guest Fowler. But, Ausable kept his mind cool and deceived Max into believing his story. Consequently, Max fell to his death.

Just like Ausable, we also need to calm our nerves and cool our mind in times of difficulty. If we keep our mind cool and focussed, only then we can find ways to get out of a dangerous situation.

5 Max was a cunning spy but his carelessness and foolishness proved fatal for him. Do you agree that it were these characteristics that led to his downfall?

or Though Max was very cunning, still he was but 'a little spy' before Ausable. Explain.

Ans. Yes, I agree that carelessness and foolishness led to the downfall of Max. Though Max was a cunning secret agent, he was indeed careless and foolish. He was overconfident and proud which failed his mission. As a clever spy, Max was sent on an important mission of procuring a vital document on the new missiles from his rival, Ausable. But, he was deceived.

Max's pride and foolishness led to his downfall. He, in his carelessness, did not take any pains to inspect the hotel as well as Ausable's room in advance.

Consequently, when Ausable tells him about a balcony outside his window and the police knocking at the door, Max believes him without any doubt. He trusted his rival blindly without applying his mind and as a result, failed himself as well as his mission.

Unlike him, Ausable's calmness and presence of mind saved him, his guest Fowler and the important papers he was about to receive.

He set up a successful trap by putting up very little efforts. Max foolishly fell into this trap. This carelessness and foolishness rendered him to be a little spy before Ausable and also cost him his life.

Self Assessment

Extract Based Question

Read the following extract carefully and answer the questions that follow.

1 Who is that? Who is at the door?
Flower jumped at the sudden knocking at the door. Ausable just smiled. "That will be the police," he said.

(i) Who spoke the first line given in the extract?
(a) Max (b) Fowler
(c) Ausable (d) The manager

(ii) The sudden knocking at the door made Fowler and Max feel
(a) happy (b) tense
(c) angry (d) sleepy

(iii) Why did Ausable smile?
(a) Because the police had come for his resure
(b) Because he was in a good mood
(c) Because he had got a chance to get rid of Max.
(d) Because he wanted others to like him.

(iv) Which of the following is the opposite of 'simile'?
(a) Cry (b) Beam
(c) Grim (d) Frown

(v) Max was a
(a) friend of Fowler (b) accomplice of Fowler
(c) spy (d) reporter

Short Answer (SA) Type Questions

2 Why was Fowler with Ausable when they entered the hotel room?

3 What surprise waited for Ausable and Fowler when they entered the flat?

4 Why was the balcony a nuisance to Ausable ?

5 What reason did Ausable give to Max for calling the police to the hotel room?

6 What role did the waiter bringing the drinks play in this whole drama?

7 How did Ausable make sure that Max did not know what was outside the window?

Long Answer (LA) Type Questions

8 Sometimes, appearences can be deceptive. Elaborate with reference to "The Midnight Vistor".

9 Presence of mind and intelligence are more powerful than a gun. How far it is true in the case of Ausable, the secret agent?

CHAPTER

04

A Question of Trust

by Victor Canning

Chapter Overview

The story is about Horace Danby, 'a good, honest citizen'. Horace robbed a safe every year to finance his hobby of reading books. The story describes his last attempt where in he was caught by the police. Horace's last attempt failed due to a pretty young lady who claims to be owner of the house. She tricks him into opening the safe and handing her the jewels. Horace was later arrested for the jewel robbery.

About the Characters

Horace Danby He is a respectable citizen who has a hobby of reading books. But he is not completely honest.

The Unknown Woman She is a smart young theif who uses Horace's lock opening skills to rob the jewellery from a safe.

Summary

Horace Danby

Horace Danby had a good reputation in society. He was a good and an honest fifty years old citizen. He was unmarried and lived with a housekeeper who took care of his health. He suffered from attacks of hay-fever in summer.

Horace Danby was a successful lock-maker and had two helpers. However, he was not a completely honest man.

Horace was an unusual thief because of his hobby. He loved collecting rare and expensive books. So, he robbed a safe every year and secretly bought the books through an agent. However, fifteen years ago, he was sent to prison for a robbery for the first time.

Horace Plans a Robbery

Horace had planned a robbery at Shotover Grange. He was sure that just like his earlier robberies, this one would also be successful. He has carefully studied the rooms, electric wiring, the path and the garden of Shotover Grange for two weeks. He knew that the family had gone to London and that the servants living there were going for a movie.

Horace Enters The House

As the servants left the house, Horace came out from behind the garden wall carrying a bag full of the required tools. Horace had seen that the house keeper hang the key to the kitchen door. Horace wore his gloves, took the key and entered the house. He saw a small dog lying in the kitchen but Horace silenced the dog by calling its real name 'Sherry'.

The Target Safe

Horace knew that the safe was in the drawing room behind a poor painting. He had read a detailed description of the house in a magazine article, which made his job easy. He also knew that the safe he targeted was connected to a poorly built burglar alarm. So after arranging his tools, he went to cut its wire.

A Bowl of Flowers hinders his Work

A bowl of flowers was kept on the table. Horace was allergic to flowers as it caused hay fever. Because of the flowers he felt a tickle in his nose and started sneezing. He then, covered his face with a handkerchief in order to avoid the smell of the flowers.

Horace Met a Young and Pretty Lady

Suddenly, Horace heard a soft voice asking him about the reason for sneezing. Not realising that someone had caught him, he answered hay fever. The female voice suggested him to get a cure for his disease and find out which particular plant cause him allergy.

Horace then noticed a woman standing in the doorway. This lady was young, pretty and was dressed in red.

The Lady of the House

The lady said that she came back in time but had not expected to meet a burglar in her house.

Horace told the lady that firstly he thought to run away. But when the lady threatened Horace to call the police, he told that he would cut the telephone wire and leave her helpless.

Lady's Condition For Horace's Freedom

Horace suggested the lady to forget the incident and asked her to let him go. After realising that Horace did not want to go the prison because of his fear, the lady put forward a condition for Horace's freedom.

She told him that she had promised her husband to take the jewels to the bank. But she forgot and kept the jewels in her safe. She wanted to wear them at a party but had forgotten the combination of numbers to open the safe. So she needs him to open the safe. Horace agreed to this condition. Within an hour, Horace opened the safe, give the jewels to the lady and went away.

Horace Got Arrested

Two days after the incident, Horace planned to rob again to satisfy his hobby. However, he couldn't do so. By noon a policeman had arrested him for a robbery at Shotover Grange. He was told that his fingerprints were found all over the safe as he had opened the safe without his gloves.

Horace's Trust is Broken

Horace told the police that the lady of the house had told him to open the safe. But, the real owner of the house was an old lady of sixty year with grey hair and sharp tongue. She claimed that Horace's story was nonsense. Horace realised that the pretty young woman was also a jewel thief who had used her skill to steal the jewels.

Horrace is now an assistant librarian in prison. He often thinks about the clever lady who tricked him. He often thinks about the clever lady who tricked him and broke the honour among thieves.

WORD MEANINGS

The given page nos. correspond to the pages in the prescribed textbook.

Word	Meaning
Page 20	
housekeeper	person looking after the domestic work in a house
hay fever	disease affecting the nose and throat caused by allergy to pollen or dust
served	spent
sentence	punishment
safe	a strong locked box used for storing valuable items
Grange	a large house in the countryside with farm building attached to it
tickle	itching
Page 21	
make him happy	keep him satisfied
burglar alarm	alarm to warn about thieves
hindering	delaying
Page 22	
one with firmness in it	having determination
get you	arrest you
Page 23	
desperate	without any hope
mended	repaired
Page 24	
look for	steal from/rob
sharp-tongued	using harsh, or critical language

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NCERT FOLDER

(ere we have covered questions given in the NCERT textbook along with their answers.)

ad and Find Out (Page 20 and 22)

1 What does Horace Danby like to collect?

Ans. Horace Danby likes to collect rare and expensive books.

2 Why does he steal every year? **CBSE 2019**

Ans. He steals every year so that he could buy the rare and expensive books that he loved to collect. Each year, he planned carefully so as to steal enough money for twelve months.

3 Who is speaking to Horace Danby?

Ans. A lady standing in the doorway is speaking to Horace Danby. She was young, pretty and was dressed in red. She said that she had come just in time but didn't expect to meet a burglar. Thus, she pretended to be one of the members of the family living at Shotover Grange.

4 Who is the real culprit in the story?

Ans. The real culprit in the story is the woman in the red dress who pretended to be a member of the family living at Shotover Grange. She tricked Horace Danby into believing her and cleverly took away all the jewels that were kept in the safe.

Think About It (Page 25)

1 Did you begin to suspect, before the end of the story, that the lady was not the person Horace Danby took her to be? If so, at what point did you realise this and how?

Ans. Yes, we begin to suspect before the end of the story that the lady was not the person Horace Danby took her to be. She was unusually calm on seeing Horace. This seemed strange. When she did not call the police and instead asked Horace to take out all the jewels from the safe, seems suspicious. Moreover, it seemed highly unlikely that she would forget the number to open the safe. Therefore it was evident, before the story ended, that the lady was not the person as per the thought of Horace.

2 What are the subtle ways in which the lady manages to deceive Horace Danby into thinking she is the lady of the house? Why doesn't Horace suspect that something is wrong?

Ans. The lady's confident walk, her familiarity with the dog Sherry, her act of touching up her make-up and the ease with which she picks a cigarette from the right place are enough to deceive Horace into thinking that she was the lady of the house. Horace does not suspect anything as he was too frightened to think properly.

3 "Horace Danby was good and respectable - but not completely honest". Why do you think this description is apt for Horace? Why can't he be categorised as a typical thief?

Ans. Horace Danby was good and respectable but not completely honest is an apt description for Horace. He was a respectable lockmaker who had good reputation in the society. But Horace was also an unusual thief. He had a hobby of collecting rare and expensive books which he fulfilled by robbing a safe every year. Thus, he was not a completely honest man. Horace cannot be categorised as a typical thief because he was not a regular offender. He robbed once a year and only took what was required.

4 Horace Danby was a meticulous planner but still he faltered. Where did he go wrong and why?

Ans. It is true that Horace Danby was a meticulous planner but he had faltered in the robbery he was carrying out in Shotover Grange.

This failure was because of the lady in red who deceived and tricked Horace into believing that she was the lady of the house. Horace who had carefully planned the robbery did not care to get any information about the housemates. Consequently, he blindly believed that the lady in red was the lady of the house. So when she suddenly appeared, Horace carelessly opened the safe without his gloves.

Talk About It (Page 25)

1 Do you think Horace Danby was unfairly punished, or that he deserved what he got?

Ans. I think Horace Danby deserved what he got. A crime is a crime, no matter if it is committed for your own benefit or for somebody else's benefit.

2 Do intentions justify actions? Would you, like Horace Danby, do something wrong if you thought your ends justified the means? Do you think that there are situations in which it is excusable to act less than honestly?

Ans. 'Ends do not justify means' is a very old and time tested saying. To reach one's own profitable or good end one should never harm others. Our intentions never justify our means. Horace Danby by opening a safe wanted to help a lady. But in his act, Horace forgot that he was committing a crime and thus was caught by the police. We, then, must remember that a crime is a crime no matter the intertion.

No, unlike Horace Danby, I would never do something wrong if the end justified the means.

(The last part of the question must be discussed among students)

Exam Practice

[5 Marks each]

Extract Based Questions

Read the following extracts carefully and answer the questions that follow.

1 So he robbed a safe every year. Each year he planned carefully just what he would do, stole enough to last for twelve months, and secretly bought the books he loved through an agent.

(i) Who is 'he' in the above extract?
(a) Horace's accomplice (b) Horace's friend
(c) Horace's father (d) Horace

(ii) Why did 'he' rob only one safe every year?
(a) Because the money that he stole lasted 12 months and was enough to satisfy his hobby.
(b) Because he was capable of robbing only one safe in a year
(c) Because he was lazy
(d) Because he did not get a chance to rob more than one safe

(iii) Which of the following best describes 'he'?
(a) Bad and dishonest
(b) Very good and honest
(c) Good, respectable and completely honest
(d) Good, respectable but not completely honest

(iv) Find the word from the extract that means the opposite of 'openly'.
(a) Closely (b) Carefully
(c) Secretly (d) Covertly

(v) The word 'through' in the extract is a
(a) Noun (b) Preposition
(c) Pronoun (d) Verb

Ans. (i) (d) Horace
(ii) (a) because the money that he stole lasted 12 months and was enough to satisfy his hobby.
(iii) (d) Good, respectable but not completely honest
(iv) (c) Secretly
(v) (b) Preposition

2 A small dog was lying in the kitchen. It stirred, made a noise, and moved its tail in a friendly way. **CBSE 2014 (Modified)**

(i) What is the name of the dog mentioned in the above extract?
(a) Sunny (b) Berry
(c) Bunny (d) Sherry

(ii) In which house is the kitchen referred to located?
(a) Shot Grange (b) Shootover Grange
(c) Shotover Grange (d) Blotover Grange

(iii) How did he mange to handle the dog?
(a) By beating him
(b) By calling him
(c) By showing him love
(d) Both (b) and (c)

(iv) .... in the passage means the same as 'cordial'.
(a) Unfriendly (b) Stirred
(c) Warm (d) Friendly

(v) What is the meaning of 'stirred'?
(a) To move or cause something to move slightly
(b) To stay calm
(c) To stay fixed
(d) To move rapidly

Ans. (i) (d) Shery
(ii) (c) Shotover Grange
(iii) (d) Both (b) and (c)
(iv) (d) Friendly
(v) (a) To move or cause something to move slightly

3 The voice went on, "You can cure it with a special treatment, you know, if you find out just what plant gives you the disease. I think you'd better see a doctor, if you're serious about your work."

(i) Whose voice is referred to in the above extract?
(a) the old lady who pretended to be a member of the household
(b) the young lady who pretended to be a servant of the household
(c) the young lady who pretended to be a member of the household
(d) the young man who pretended to be a member of the household

(ii) What disease was the voice referring to?
(a) Fever (b) Yellow fever
(c) Typhoid (d) Hay fever

(iii) The first thought that came to Horace mind as soon as he saw the woman was to
(a) hide (b) run
(c) attack (d) blead

(iv) Find a word from the passage that means the same as 'ailment'.
(a) Disease (b) Malaise
(c) Unease (d) Treatment

(v) What part of speech is the word 'it' in the extract?
(a) Pronoun (b) Noun
(c) Verb (d) Preposition

Ans. (i) (c) the young lady who pretended to be a member of the household
(ii) (d) Hay fever
(iii) (b) run
(iv) (a) Disease
(v) (a) Pronoun

4 **How foolish people are when they own valuable things, Horace thought. A magazine article had described this house, giving a plan of all the rooms and a picture of this room. The writer had even mentioned that the painting hide a safe! But Horace found that the flowers were hindering him in his work. He buried his face in his handkerchief. Then he heard a voice say from the doorway, "What is it? A cold or hay fever?" Before he could think, Horace said, "Hay fever," and found himself sneezing again. The voice went on, "You can cure it with a special treatment, you know, if you find out just what plant gives you the disease. I think you'd better see a doctor, if you're serious about your work. I heard you from the top of the house just now."**

(i) According to the extract, Horace was sneezing due to a
(a) sudden allergy
(b) prior infection
(c) long-standing disease
(d) nasal pain

(ii) Which magazine could have published the article mentioned in the given extract?
(a) Paws & Claws
(b) Outdoors & Landscaping
(c) Interiors
(d) The Investor

(iii) Choose the image that correctly describes the location of the safe, based on the given extract.

(1)

(2)

(3)

(4)

(a) Option (1)
(b) Option (2)
(c) Option (3)
(d) Option (4)

(iv) In the line – Before he could think, Horace said, "Hay fever," –the response was
(a) rehearsed.
(b) spontaneous and natural.
(c) hesitant.
(d) rapid and hostile.

(v) The line from the extract that can be considered an example of sarcasm is
(a) how foolish people are when they own valuable things.
(b) Horace found that the flowers were hindering him in his work.
(c) you can cure it with a special treatment.
(d) I think you'd better see a doctor, if you're serious about your work.

Ans. (i) (b) prior infection
(ii) (c) Interiors
(iii) (c) Option (3)
(iv) (b) spontaneous and natural.
(v) (d) I think you'd better see a doctor, if you're serious about your work.

Short Answer (SA) Type Questions **[2/3 Marks each]**

1 Give a brief description of Horace Danby.

Ans. Horace Danby was a good and respectable man. He was a 50 year old unmarried man who lived with a caretaker. He was a successful locksmith with two helpers. He was a healthy man who sometimes suffered from attacks of hay fever.

Horace Danby, however, was also a thief who robbed to satisfy his love of collecting rare and expensive books.

2 What was the passion of Horace Danby and how did he satisfy it? **CBSE 2011**

Or What was Horace Danby's hobby? How did he manage to fulfill it?

Ans. Horace Danby's hobby and passion was to collect rare and expensive books. To fulfill it or to satisfy this passion, he used to rob a safe every year and then brought the books secretly through an agent.

3 **What was Horace Danby suffering from? How did it affect him?**

Ans. Horace Danby suffered from the attacks of hay fever during the summer season. It affected him when he started sneezing and was caught red-handed by another thief.

4 **How did Danby prepare for the robbery at Shotover Grange?** **CBSE 2011**

or **How did Horace Danby plan his robberies?**

or **Why was Horace Danby sure that his robbery at Shotover Grange would be a successful one?** **CBSE 2014**

Ans. Danby always planned his robberies meticulously. He prepared for the robbery at Shotover Grange by studying the house, its rooms, the electric wiring, paths and garden. He knew that the family was in London. He also knew that the servants were going out to watch a movie that afternoon.

It could be opened only through a specific code and had a poorly build burglar alarm attached to it.

4 **Whom did Horace Danby see in the kitchen? How did they greet each other? What tact did Horace apply there?** **CBSE 2013**

Ans. Horace Danby saw the family dog, Sherry, in the kitchen. The dog greeted Horace by stirring, making a noise and wagging its tail in a friendly way. Horace greeted the dog by tactfully calming it down, calling it by its name and showing love to it.

5 **Describe the safe at Shotover Grange.**

Or **Where was the safe at Shotover Grange? What was there inside it? What did Horace expect to get if he sold them one by one?** **CBSE 2012**

Ans. The safe at Shotover Grange was kept in the drawing room behind a poor painting. The safe had jewels worth about 15000 pounds kept in it. Because of his careful planning, Horace Danby was sure that his robbery at Shotover Grange would be a successful one. Horace expected to get at least 5000 pounds if he sold the jewels one by one.

6 **What did Horace Danby wonder about for a moment? What did he think and decide?** **CBSE 2010**

Ans. On seeing the poor painting in front of the safe, Horace Danby wondered for a moment whether to collect pictures instead of books. But then, he thought that books were better in a small house like his, as paintings took up too much space in the room.

7 **How did flowers hinder Horace in his work?** **CBSE 2013**

Ans. Flowers hindered Horace in his work because he suffered from the attack of hay fever, a disorder affecting the nose and throat, caused by an allergy to pollen or dust. Due to this problem, whenever he came close to flowers, he began to sneeze and could be caught.

8 **What are the subtle ways in which the lady manages to deceive Horace Danby into thinking she is the mistress of the house?**

Ans. The subtle ways in which the lady manages to deceive Horace Danby into thinking she is the mistress of the house are her grace, charm, comfort level, knowledge, persistence, way of talking confidently and familiarity with the household.

9 **When and why did the woman in red say, 'Society must be protected from men like you. Doesn't it sound ironical?**

Ans. When Horace asked the woman in red to forget the incident and let him go, she told him that if she lets him go, he would rob someone else.

Society then must be protected from men like him, i.e. robbers. The statement is ironical as she herself was a thief who decieved Horace and robbed the house.

10 **Did the lady in red keep her promise? Give reasons for your answer.**

Ans. Yes, the lady in red kept her promise as for two days after the incident, everything went normall for Horace. Horace was arrested because the owners of the house had found the broken safe with Horace's fingerprints on it. Hence, it can be said that the lady in red did not call the polic as promised.

Long Answer (LA) Type Questions **[5 Marks each]**

1 **Horace was clever but the lady in red was cleverer. Do you agree with this statement? Justify your answer.** **CBSE 2019**

or **"The lady in red was a more professional thief than Horace Danby". Elaborate**

Ans. Yes, it is true that Horace was clever but the lady in red was cleverer than him. The lady in red was a more professional thief than Horace Danby. Horace Danby is a meticulous planner who had carefully planned the robbery. He had all the information he needed to carry out his plans. He not only had read a detailed description of the house but also knew that the servants were going for a movie.

Even while robbing he wore gloves and was careful not to leave any fingerprints. However, all his planing falls short with the presence of the lady in red.

The lady in red also knew everything about the house. However, her presence of mind gave her an upper hand in the robbery. The charm and confidence with which she carries herself in front of Horace make him believe that she is the owner of the house. She exploited Horace's fear of being discovered very skillfully and ensured that Horace's fingerprints were left on the site. She even robbed the safe without Horace knowing her real identity.

She not only tricked Horace Danby but also left him to be blamed for the robbery.

2 Do you think that there are certain situations in which you can be excused for acting dishonestly? Elaborate with reference to "A Question of Trust."

Ans. Yes, there are situations in which we can be excused for acting dishonestly. If something wrong is done unintentionally, it may be excused or pardoned with minimal punishment. However, it cannot be excused if it is carrried out with the knowledge of the action being wrong. In the story, "A Question of Trust", Horace Danby intentionally robs the rich people. He robs to satisfy his love for collecting rare and expensive books which might be considered to be done with good intention. However it is not justified.

Horace Danby was considered to be a good and a respected person. He had a good reputation in society even though he was thief. This intentions may not be harmful for anyone yet it cannot be pardoned at all. A crime always remains a crime and the guilty must always be punished. I think that there are certain situations on which one can be excused for acting dishonestly. Such situations must help others as well as oneself and in any case must not be harmful for anyone.

3 **Horace was a successful thief because he carefully planned his robberies. Should we call him a successful thief and still appreciate his work? Why or why not?** **CBSE 2013**

Ans. Yes, Horace is a successful thief as he carefully planned his robberies and completes them well. As a thief, he had never been caught expect for once. Horace's last robbery at Shotover Grange was very carefully planned. Before carrying out his plans, he had made sure to carefully study the infrastructure of the house for two weeks. He had briefly looked at the electrical wiring, the path and the gardens of the house.

Horace cleverly entered the house and made sure to wear gloves so that no fingerprints were left. He had even studied the schedules of the people in the house. All the meticulous planning does make him a successful thief.

However, we cannot appreciate his work. The wealth that he had gathered was a result of his robberies. It did not belong to him. By stealing other people's valuables, he may have become successful but can never stop to be a thief/criminal. He may be efficient but would not be appreciated.

Self Assessment

Extract Based Question

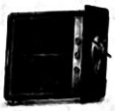
Read the following extract carefully and answer the questions that follow.

1 But he never got the chance to begin his plan. By noon a policeman had arrested him for the jewel robbery at Shotover Grange. His fingerprints, for he had opened the safe without gloves, were all over the room, and no one believed him when he said that the wife of the owner of the house had asked him to open the safe for her. The wife herself, a gray-haired, sharp-tongued woman of sixty, said that the story was nonsense. Horace is now the assistant librarian in the prison. He often thinks of the charming, clever young lady who was in the same profession as he was, and who tricked him. He gets very angry when anyone talks about 'honour among thieves'.

(i) The plan devised by Horace was to
(a) tell about the safe to owner of the house.
(b) blackmail the wife of the owner later.
(c) look for another safe for stealing books.
(d) tell police the truth before the lady could deceive him.

(ii) Based on the extract, choose what you think are the main feelings Horace probably has, for the young lady who tricked him, when he thinks about her?
(a) Anger and blame
(b) Admiration and respect
(c) Respect and gratitude
(d) Anger and vengeance

(iii) Choose the options that lists evidence that the police might have used against Horace, to arrest him.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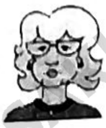
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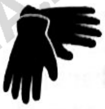
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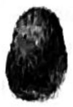
(4)

(a) Option (1)
(b) Option (2)
(c) Option (3)
(d) Option (4

(iv) Given below are four situations in Mr Verma's house. Choose the situation that depicts Mr Verma being sharp-tongued with his family members.
(a) Mr Verma's wife shares a life problem with him and he advices her honestly.
(b) Mr Verma's daughter scores poor marks in his exams and Mr Verma remains silent.
(c) Mr Verma's son cooks food for the first time and he is criticised by his father immediately.
(d) Mr Verma's sister buy a new car to surprise him and he is overjoyed with the news.

(v) Honour among thieves is an example of a/n
(a) idiom
(b) slogan
(c) proverb
(d) lyric

Short Answer (SA) Type Questions

3 Why was it not difficult for Horace to open the safe?

4 Why can't Horace Danby be categorised as a typical thief?

5 "Horace Danby was good and respectable but not completely honest." Is this an apt description of Horace? If yes, why?

6 How did the lady use Horace Danby's fear to her advantage?

7 How did Horace help the 'landlady'?

8 What do you think is the meaning of the phrase 'honour among thieves'? Who lacked it?

Long Answer (LA) Type Questions

9 What impression do you form of the 'landlady', that Horace meets'?

10 Do you think Horace Danby was unfairly punished or that he deserved what he got? Do you think that honesty in wrong acts is not desirable?

CHAPTER

05

Footprints Without Feet

by HG Wells

Chapter Overview

he story is an extract from the novel amed 'the Invisible man'. It centres round a brilliant scientist, Griffin who ad discovered how to make himslef isible. The story narrates certain pisodes of how Griffin had misused is discovery for his own benefit.

bout the Characters

iffin He is the brilliant scientist who akes himself invisible. He does not esitate to resort to criminal activities to emain a mystery.

s Hall She is a resolute but perstitious owner of the inn at Iping here Griffin stays.

Jaffers He is a dutiful policeman ho fails to arrest the 'invisible' cientist.

Summary

Boys See Footprints on a Street

Two boys on a street in London were surprised to see fresh muddy footprints of bare feet on the steps of a house. As they were still gazing (looking carefully), fresh footmark appeared. This fascinated the boys as they couldn't find the person making them and they followed the footmarks. However, the footprints soon disappeared.

Mystery of the Footprints

The footprints had been made by Griffin, an eccentric (strange) scientist who had discovered how to make his body invisible or transparent. He had conducted many experiments to prove that the human body could become invisible. Finally, he swallowed some drugs that made his body transparent and solid as a sheet of glass.

Griffin : A Lawless Scientist

Griffin was a great scientist, but a lawless person. His landlord did not like him and tried to evict (throw out) him from the house. So, Griffin set fire to his landlord's house.

To escape from this situation, Griffin removed his clothes and became invisible. Later, he became a homeless wanderer in London without any clothes and money.

Hidden in a Big London Store

Griffin managed to escape from the observation of the two keen boys. As the weather was bitterly cold in London, Griffin decided to slip into a big London store for warmth. The store was closed at night, Griffin wore some warm clothes, shoes, an overcoat and a hat.

He ate cold meat and drank some coffee from the kitchen of the restaurant. He even had some sweets and wine from the grocery store and then went to sleep on a pile of quilts (blankets).

Griffin is Invisible Again

When Griffin woke up next morning, the shop assistants had already started to arrive at the shop. On being seen, Griffin panicked and started running. As he was being chased, he again took off his newly found clothes. Consequently, he found himself invisible and naked in the chill again.

Griffin at a Theatrical Company

Griffin decided to try the goods of a theatrical company. So, he reached Drury Lane and entered into a shop that sold theatrical items.

A little later, he came out wearing bandages, dark glasses, a false nose, big bushy whiskers and a large hat. Then, he attacked the shopkeeper and also robbed his money.

Griffin Arrives at Iping Village

After robbing the shopkeeper, Griffin left London and took a train to the village of Iping. Here, he booked two rooms in an inn belonging to Mr. Hall.

Mrs Hall (the landlord's wife) tried to be friendly with Griffin, However, Griffin told her that he had an accident and did not want to be disturbed. Mrs Hall excused his strange behaviour as he had paid her in advance.

Burglary at Clergyman's House

Soon the money that Griffin had stolen from theatrical company was finished. So he robbed a clergyman's house.

Very early in the morning the clergyman and his wife were disturbed by some sounds. They heard the chink (a sound) of money being taken away from the desk. The clergyman silently opened the door and warned the thief to surrender. However, he was shocked to find that nobody was there and the money was missing.

Furniture shows Strange Behaviour

On the same day, when Mrs Hall found Griffin's room open, with his bandages and clothes lying around, she and her husband entered the room. Suddenly, Mrs Hall heard a sniff and the hat near the bedpost was thrown on her face. Then, the bedroom chair was thrown at her legs. Both the landlord and his wife were pushed out of the room. Mrs Hall felt that the furniture was haunted by spirits (ghosts), as she could not see Griffin.

Griffin is Suspected

Mrs Hall blamed Griffin for the strange events while the neighbours blamed witchcraft (black magic). Soon, the news of burglary at clergyman's house was spread. Most people in the village felt that the strange scientist was involved in it, because he paid his due rent, whereas earlier he was not able to do so. As a result, the village police constable Mr Jaffers was called.

Griffin becomes Invisible

Mrs Hall went to Griffin and enquired what he had been doing with her chair in the room. She also enquired that how did he came out of an empty room and entered a locked room.

Griffin lost his temper and decided to show her everything. He threw off his bandages, spectacles, whiskers and his nose. People who had gathered were horrified to see the headless man.

Griffin Escapes from Iping

When constable Jaffers had arrived, he was surprised to know that he had to arrest a man without a head. Yet, he tried to catch him. Griffin removed all that he was wearing to become invisible.

The constable was trying to catch a man he couldn't see. Some people tried to help Jaffers but were hit by a blow they could not see. Soon Jaffers was knocked unconscious and Griffin ran away.

WORD MEANINGS

given page nos. correspond to the pages in the prescribed textbook.

Word	Meaning
Page 26	
arted	jumped
prints	marks due to pressure
gressing	moving
pressions	footmarks
wildered	puzzled
re drugs	chemicals/medicines not easily available
ject	remove
Page 27	
by no means	not yet
pile	objects positioned one on top of another
Page 28	
stock	items
callously	unfeelingly
set all tongues wagging	to do something that people will talk or guess about your private life.
eccentric	strange
clergyman	Christian priest
chink	high pitched ringing sound
poker	metal rod
flung open	suddenly opened
Page 29	
sniff	sound made by nose drawing in air
bedpost	an upright support of a bed
dashed	struck
springing	jumping
foremost	first
slam	quickly close
hysterics	a wildly emotional reaction
witchcraft	the practice of magic, especially for evil purposes
Page 30	
quick-tempered	losing temper quickly
warrant	official authorisation
Page 31	
blows	powerful hits with the hands
knocked	to hit forcefully and cause to move or fall

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NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Read and Find Out (Page 26)

1 How did the invisible man first become visible?

Ans. The invisible man first became visible after he had stepped on mud which made his footprints visible on the steps of a house in London. These footprints were noticed by two boys who followed them till they disappeared.

2 Why was he wandering the streets?

Ans. He was wandering down the streets because he had set his landlord's house on fire to take his revenge for trying to evict him and had nowhere to go.

Read and Find Out (Page 28)

1 Why does Mrs Hall find the scientist (the new guest) eccentric? **CBSE 2020**

Ans. Mrs Hall found the scientist eccentric because of his strange behaviour. When she tried to be friendly with him, he rejected her by telling her that he had come there for peace and did not want to be disturbed in his work.

2 What curious episode occurs in the study?

or Describe the curious episode which took place in a clergyman's study. **CBSE 2020**

Ans. The curious episode occured in the study of the clergyman's house. Very early one morning the clergyman and his wife heard noises coming from their study. They heard the sound of money being taken. However, when they entered the study, nobody could be found but the money was stolen.

3 What other extraordinary things happen at the inn?

Ans. Many extraordinary things happened at the inn with Mrs Hall and her husband. One day Early in morning they found the scientist's door to be open and went inside, while there was nobody in the room.

Suddenly, Mrs Hall heard a sniff. Soon a hat kept on the bedpost was thrown on her face. Then a chair was thrown at her legs and it pushed both Mrs Hall and his husband out of the room. This made Mrs. Hall think that the furniture was haunted.

Think About It (Page 31)

1 "Griffin was rather a lawless person." Comment.

Ans. Griffin was a brilliant scientist but he was a lawless person. After becoming invisible because of his experiment, he not only set his landlord's house on fire but also robbed a theatrical shop in London, Later in Iping, he robbed the clergyman and also hit the villagers including Mrs. Hall, her husband, constable Jaffers, etc.

With his criminal bent of mind, he used his invisibility for his own benefit.

2 How would you assess Griffin as a scientist?

Ans. Griffin was a brilliant scientist. His great capabilities come forward when he continuously conducts experiments to prove that the human body can become invisible. After a lot of efforts, he proves so by making himself invisible. However, his greatness is reduced because of his lawless actions. This discovery could have been used to benefit the society but is only by him used for his own benefit.

Talk About It (Page 31)

1 Would you like to become invisible? What advantages and disadvantages do you foresee, if you did?

Ans. Yes, I would like to become invisible for some time. Becoming invisible can be an exciting idea for many people. Invisibility can have many advantages and disadvantages. For a child, invisibility may mean a licence for all kinds of pranks without getting caught. Like a Hindi movie, invisibility can help you beat all the villains and get rid of them. Once you become invisible, nobody would notice you.

However, the sadness of isolation will take over the excitement of being invisible. You will have no friend. You will tend to behave like the eccentric scientist in the story 'Footprints Without Feet'.

Exam Practice

Extract Based Questions

[5 Marks each]

the following extracts carefully and answer the questions that follow.

1 As she and her husband turned away in terror, the extraordinary chair pushed them both out of the room and then appeared to slam and lock the door after them.

Mrs Hall almost fell down the stairs in hysterics. She was convinced that the room was haunted by spirits and that the stranger had somehow caused these to enter into her furniture.

"My poor mother used to sit in that chair," she moaned! To think it should rise up against me now! The feeling among the neighbours was that the trouble was caused by witchcraft."

(i) Mrs Hall felt that the room was haunted by spirits because
- (a) she could see evil spirits.
- (b) she heard strange noise.
- (c) uncanny things happened there.
- (d) the door slammed shut.

(ii) Pick the option that best describes how Mrs Hall must be feeling at the moment described in the extract.
- (a) stunned and furious
- (b) shocked and outraged
- (c) outraged and nervous
- (d) stunned and agitated

(iii) Pick the sentence that brings out the meaning of 'hysterics' as used in the extract.
- (a) My friend and I were in splits when we saw the clown's antics.
- (b) I don't know why I suddenly felt worried about flying home.
- (c) The sight of blood put the old man in a frenzy.
- (d) The people who had witnessed the accident were spellbound.

(iv) Pick the options that displays a cause -> effect relationship.
- (a) pushed and locked out -> hysterical
- (b) rising of the chair -> moaning
- (c) troubled neighbours -> witchcraft
- (d) stranger -> haunted spirits

(v) The neighbours thought it was 'witchcraft'. This tells us that neighbours were
- (a) suspicious.
- (b) superstitious.
- (c) nervous wrecks.
- (d) gossip-mongers.

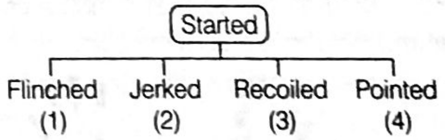
Ans. (i) (c) uncanny things happened there.
(ii) (d) stunned and agitated
(iii) (c) The sight of blood put the old man in a frenzy.
(iv) (a) pushed and locked out -> hysterical
(v) (b) superstitious.

2 The two boys started in surprise at the fresh muddy imprints of a pair of bare feet. What was a barefooted man doing on the steps of a house in the middle of London? And where was the man?

As they gazed, a remarkable sight met their eyes. A fresh footmark appeared from nowhere! Further footprints followed, one after another, descending the steps and progressing down the street. The boys followed, fascinated, until the muddy impressions became fainter and fainter, and at last disappeared altogether.

(i) Why were the boys surprised to see a barefooted man in London?
The boys were surprised as
- (a) it was an unusual sight to see someone this way.
- (b) everybody in London moved around in shoes.
- (c) it was pretty cold to move around bare feet.
- (d) only a person who is homeless and wandering does so.

(ii) Pick out the option that is NOT related to 'started' as used in the extract



- (a) Option (1)
- (b) Option (2)
- (c) Option (3)
- (d) Option (4)

(iii) Pick the option that best describes how the boys are feeling based on the extract.
- (a) enchanted, curious, puzzled
- (b) captivated, curious, puzzled
- (c) repulsed, curious, captivated
- (d) enchanted, repulsed, curious

(iv) The boys felt that the footprints were
   (a) seen due to some magic trick.
   (b) a figment of imagination.
   (c) of a man who was invisible.
   (d) those of a mysterious man.

(v) Pick the option that best matches synonyms of the word 'gazed'.
   (a) (i) gaped (ii) gawked
   (b) (i) admired (ii) disbelieved
   (c) (i) overlooked (ii) stared
   (d) (i) surveyed (ii) overlooked

Ans. (i) (c) it was pretty cold to move around bare feet.
(ii) (d) Option (4)
(iii) (b) captivated, curious, puzzled
(iv) (d) those of a mysterious man.
(v) (a) (i) gaped (ii) gawked

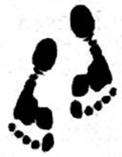
3 Brilliant scientist though he was, Griffin was rather a lawless person. His landlord disliked him and tried to eject him. In revenge Griffin set fire to the house. To get away without being seen he had to remove his clothes. Thus, it was that he became a homeless wanderer, without clothes, without money and quite invisible – until he happened to step in some mud and left footprints as he walked!

(i) How can you say that Griffin was a brilliant scientist?
   (a) As he carried on various experiments.
   (b) As his experiments were used for common people.
   (c) As he carried on various experiments to prove that human body could become invisible.
   (d) All of the above

(ii) How did he reach to the position of invisibility?
   (a) He swallowed certain drugs.
   (b) As a mistake during one of his experiment.
   (c) He drank chemicals.
   (d) None of the above

(iii) Choose the answer that lists the correct option about Griffin's discovery.

(1)


(2)

(3)

(4)

   (a) Option (1)   (b) Option (2)
   (c) Option (3)   (d) Option (4)

(iv) Griffin was disliked by ....
   (a) his Landlord   (b) Mr Hall
   (c) constable Jaffers   (d) clergyman

(v) Why was he wandering on the streets?
   (a) Because he had set fire to his landlord's house.
   (b) Because he was shifting to another place.
   (c) Because he was poor.
   (d) Because he was travelling.

Ans. (i) (c) As he carried on various experiments to prove that human body could become invisible.
(ii) (a) He swallowed certain drugs.
(iii) (b) Option 2
(iv) (a) his landlord
(v) (a) Because he had set fire to his landlord's house.

4 He broke open boxes and wrappers and fitted himself out with warm clothes. Soon, with shoes, an overcoat and a wide-brimmed hat, he became a fully dressed and visible person.

(i) Who is 'he' in the given lines?
   (a) Mr Jaffers
   (b) The clergyman
   (c) Griffin
   (d) Mr Hall

(ii) Where was he?
   (a) In the village of Iping
   (b) At the theatrical company
   (c) At his new house
   (d) At a London store

(iii) Why does the author state 'he became a fully dressed and a visible person'?
   (a) Because the protagonist was feeling cold.
   (b) Because the protagonist was a beggar.
   (c) Because the protagonist was invisible.
   (d) All of the above.

(iv) Why does 'he' broke open the boxes and wrappers?
   (a) To fit himself in it
   (b) To find himself some warm clothes
   (c) To find a place to sleep
   (d) None of the above

(v) ……… in the extract is an antonym of 'unseen'.
   (a) Invisible   (b) Fully dressed
   (c) Fitted   (d) Visible

Ans. (i) (c) Griffin
(ii) (d) At a London store
(iii) (c) Because the protagonist was invisible.
(iv) (b) To find himself some warm clothes
(v) (d) Visible

Short Answer (SA) Type Questions

[2/3 Marks each]

1 Why were the two boys in London surprised and fascinated?

Or What made the boys follow Griffin? **CBSE 2020**

Ans. The two boys in London were surprised and fascinated by the fresh muddy footprints they saw at the steps of a house. When they followed the footprints (Giriffin), they were shocked to see that footprints were appearing but there was no man around the place.

2 Why did Griffin decide to slip into a big London store? **CBSE 2011**

Ans. Griffin decided to slip into a big London store to get warm. It was mid-winter season and the weather was chilly. Hence it became difficult for him to wander around without clothes in London.

3 How did Griffin find himself invisible but naked in the chill January air for the second time? **CBSE 2019**

Ans. Griffin finds himself invisible but naked in the chill January air for the second time when two attendants of the London store discovered Griffin hiding in their store and tried to chase him. Hence, in order to protect himself, he threw away all his clothes and became invisible again.

4 What did Griffin do in the shop of a theatrical company? **CBSE 2012**

Ans. In the shop of a theatrical company, the invisible Griffin dressed himself to become visible. He wore bandages, sunglasses, whiskers and a fake nose. Also to avoid being seen, he attacked the shopkeeper and robbed all the money that he could find.

5 Why did the landlady, Mrs Hall try to be fiendly and prepared to excuse Griffin's irritable habits?

Ans. Mrs Hall, the landlady of the inn where Griffin had booked his rooms was oblidged to get an unexpected guest in the winter season. She tried to be friendly with her guest to make him comfortable but Griffin snubbed her.

He plainly told her that he did not wanted to be disturbed. Such a behaviour was excused by Mrs Hall because Griffin had paid her in advance.

6 What did the Halls see in the scientist's room?

Ans. When the Halls found the scientist's room to be open, they decided to investigate the room.

As they entered the room, they found that there was no one in the room and the bed was cold indicating that the scientist had been up for a long time. In addition, his clothes and the bandages were lying around the room.

7 How did the visible man become invisible? What did he do then? **CBSE 2014**

Ans. The visible man became invisible because of his quick temper. He got furious at the constant questioning of Mrs Hall. Consequently, he took off all the things he was wearing on his forehead to become a man without a head. Soon constable Jaffers came to arrest him. So he took off all the clothes he was wearing to become completely invisible. He knocked Mr Jaffers unconscious and escaped.

8 How and why did a brilliant scientist like Griffin degenerate into a lawless and homeless wanderer?

Ans. Griffin was a brilliant scientist who discovered invisibility of the human body. He first experimented on himself and became invisible which could have been used for the betterment of society.

However, he degenerated into a lawless and homeless wanderer. He not only became violent but also became a robber.

He conducted certain illegal activities by misusing his invisibility. His brilliance and greatness as a scientist was reduced as a consequence of his criminal activities.

Long Answer (LA) Type Questions

[5 Marks each]

1 Describe the landlord's and his wife's experience with the strange scientist. **CBSE 2016**

Ans. The landlord and his wife had a very strange experience with the eccentric scientist. Once in an early morning, both of them were shocked to find the door of the scientist's room to be open. They knew that their guest did not like being disturbed and would normally keep the room locked. So they looked inside only to find that nobody was present in the room. As they entered the room to investigate it, they found that the bed was cold and the clothes and bandages that their guest regularly wore were lying about in the room.

Suddenly, Mrs Hall heard a sniff and soon the hat on the bedpost was thrown at her face. Then, the chair was thrown at her legs and it pushed Mrs Hall and her husband out of the room. The door was automatically shut and was locked.

These shocking turn of events made Mrs Hall hysterical. She almost fell down the stairs. She thought that her furniture was haunted and that the strange scientist was to be blamed for it.

2 "Griffin's unlawful activities devalue his scientific discovery." Comment.

or Was Griffin a true scientist inspite of his great discovery? Didn't he misuse his discovery for his petty gains and thefts rather than for the welfare of humanity?

or Griffin's great discovery did not make him a popular and respectable person. Explain with instances from the text. Was he a disaster for himself and for society?

or Discoveries of science can be used for the welfare of mankind as well as for its destruction. How is this applicable to Griffin's scientifc discovery? Explain giving examples from the text. **CBSE 2020**

Ans. Griffin was a brilliant and a competent scientist. He discovered that the human body could become invisible and transparent as a result of long and constant experimentation. However, he was a lawless person. He misused his invisibility only for his personal gains. He committed thefts and beated innocent persons for his own benefits.

His great discovery could have made him popular and respectable. It would have earned him fame and respect. But he degenerated himself into a criminal. He became a disaster for himself as well as his society. He lacked respect for humanity and as a consequence became a homeless wanderer without any clothes or money.

As a result, Griffin's great discovery is reduced to nothing. His greatness and brillance was lost with his criminal activities which not only included thefts but also material damage. His condition was such that he had to wander without clothes in middle of winter. In other words, instead of any popularity and respect, his great discovery brought him disrepute and dishonour.

3 If somehow you discovered how to become invisible, how would you use that opportunity? **CBSE 201**

Ans. If I discovered how to become invisible, I would u this opportunity to punish all those people who cause trouble to others for their own selfish motives. I would catch them and hand them over to the police without letting them know that I was behind them. I will also help the law-enforcing agencies when they conduct raids on criminal hideouts, as I will be able to move in the open without fear of being seen. This will help the people of the country to become more law-abiding citizens.

We all should also realise this that if we are bestowed with a power, we have to follow some duties and fulfill some responsibilities towards our society, our nation and the world. We all have to use those powers in other's welfare. A misuse of power can make us devil, while its proper and good use will definitely make us an angel or superhero in other's eyes. So, it is up to us to choose the right path.

4 How did Griffin's invisibility come to his help whenever he found himself in trouble? **CBSE 2020**

Ans. Griffin was once a brilliant scientist who had worked hard to discover a drug (medicine) that could make a human body invisible and transparent. However, instead of using it for the welfare of the society, Griffin used his experiment to help him to commit petty crimes, thefts and burglaries. He became a lawless person hitting, beating and robbing innocent people. But his invisibility came to help whenever he caught himself in trouble or was in the danger of being caught and arrested.

The first time when his invisibility helped Griffin was when he lay asleep fully dressed on a pile of quilts in the big London store. When the employees of the store saw him, the panicked and ran away. When he was chased, he threw away all his clothes and save himself as he has become completely invisible. Griffin's invisibility helped him rob not only a theater costume shop but also a clergyman in village Iping. Finally, when the village constable Jaffers came to arrest him, Griffin again became invisible. He, then, not only made the constable unconsicious but also hit all those people who came to his help.

Self Assessment

Extract Based Questions

Read the following extract carefully and answer the questions that follow.

1 "He pretended, however, that he was expecting a cheque to arrive at any moment. Shortly afterwards a curious episode occured. Very early in the morning a clergyman and his wife were awakened by noises in the study. Creeping downstairs, they heard the chink of money being taken from the clergyman's desk.

(i) Why did he pretend that he would get money soon?
(a) Because he did not know how to arrange money.
(b) Because he wanted to avoid suspicion.
(c) Because he did not want to give them his money.
(d) Because he was planning a theft to arrange money.

(ii) 'The curious episode' referred to here is
(a) a ghostly appearance at Mrs Hall's guest house.
(b) an invisible face of Griffin.
(c) a theft by an unknown force.
(d) All of the above

(iii) The episode occured at
(a) Mrs Hall's guest house. (b) the big London store.
(c) the theatrical company. (d) the clergyman's house.

(iv) Why did they creep downstairs?
(a) To drink water.
(b) As they were awakened by Mrs Hall.
(c) As they received a call from Mrs Hall.
(d) As they heard some noise coming for their study.

(v) .... in the extract means the same as 'jingling sound'.
(a) Creeping (b) Money (c) Chink (d) Token

Short Answer (SA) Type Questions

2 What did the Vicar of Iping do after he found his money missing?

3 What did the London boys follow and why were they fascinated?

4 Why did Mrs Hall feel that something was seriously wrong with the scientist who was staying at her inn?

5 What experiments did Griffin carry out? What was the final result of those experiments?

6 Why was the strange scientist strongly suspected of having a hand in the burglary at the clergyman's home?

Long Answer (LA) Type Questions

7 "The scientist was a man of irritable temper." Comment.

8 One must be a law abiding citizen of the country. Griffin lacked this value in his character. How did it make him an undesirable person?

CHAPTER

06

The Making of a Scientist

by Robert W Peterson

Chapter Overview

The story 'The Making of a Scientist' is about the great scientist Richard H Ebright. He had a habit of collecting butterflies, rocks fossils and coins since he was a kid. He started scientific research on the study of butterflies. His curiosity and a will to win for the right reasons made him successful.

About the Characters

Richard H Ebright He is a brilliant scientist. He is noted for his work on cell and reading of DNA.

Richard's Mother She is an encouraging mother who supported Richard in every way.

Dr Frederick A Urquhart He is a prominent scientist. He did his research on monarch butterflies. He provided valuable guidance to Richard for his projects.

Richard A Weiherer He is Richard's social studies teacher. He helped Richard to become a good debater and a public speaker.

James R Wong He is a fellow scholar who worked with Richard on a project.

Summary

Richard's Success at Young Age

The article of Richard H Ebright and his friend was published in the scientific journal 'Proceedings of the National Academy of Science'. He was only twenty-two years old at that time. It was the first time that the research work of college students was published. It was a rare honour for Richard.

Richard's Childhood

Richard was the only child of his parents. They lived in Pennsylvania, USA. As there was no scope for playing football or baseball so he developed the habit of collecting things such as rocks, fossils and coins. He also took interest in the science of astronomy and also loved to gaze at the stars all night.

Richard's Mother : His True Companion

Richard lost his father when he was in third grade so his mother was his only, companion. His mother encouraged his interest in learning. She took him on trips and bought him telescopes, microscopes, cameras, mounting materials and many other equipments. She also supported him in his hobbies. She also invited his friends to play with him. She helped him in learning at young age and he earned top grades in his school.

Richard Reads 'The Travels of Monarch X' Book

Richard was deeply interested in butterflies since his early childhood. When he was in second grade, he had collected 25 species of butterflies found around his hometown. His interest would have ended but his mother gift him the book 'The Travels of Monarch X.' This book described about the migrating patterns of monarch butterflies to central America. It opened up a new world of science for Richard.

Tagging Butterflies for Research

At the end of the book, Richard found an invitation for studying the migration of butterflies. Readers were told to tag butterflies for research by Dr. Frederick A Urquhart of University of Toronto, Canada.

Soon Richard started tagging monarch butterflies. The butterfly collecting season in his area lasted for six weeks in late summer. It was difficult to chase them one by one. Richard took a decision to raise a stock of butterflies.

He would catch a female monarch and take her eggs. He studied their development from egg to caterpillar to pupa and to adult butterfly. Then, he would tag their wings and free them. He raised thousands of butterflies in the basement of his home. However, soon he started loosing interest in butterflies.

Richard's Entry in the County Science Fair

Richard was in seventh grade when he realised, what true science is. He displayed his slides of frogs at the county science fair, but did not win any award. He realised the winners in the fair had tried to do real experiments. He decided that next year, he would also do a real experiment.

Richard's Eighth Grade Project

For his next project, he wrote to Dr. Urquhart for ideas and recieved many suggestions. Soon, Richard achieved his first success.

In Richard's eighth grade project, he had tried to find the cause of a viral disease that kills monarch caterpillars. Richard thought that the disease might be carried by a beetle. He tried raising caterpillars in presence of beetles but he failed. However, he won a prize in the county fair.

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Richard's Next Project on Viceroy Butterflies

Richard's next project was testing the theory that viceroy butterflies copy monarch butterflies. Viceroys butterflies do so to protect themselves from birds as birds don't like to eat monarchs while they like to eat Viceroys.

He also found that a bird starling would only eat monarch butterflies and not ordinary bird food. This project was placed first in the zoology division and third in overall county science fair.

Richard's Discovery of a Hormone

In his second year of high school, Richard discovered an unknown hormone which also led to his new theory on the life of cells. By this project, his purpose was to know the reason behind the twelve tiny gold spots on monarch's pupa.

Richard along with another science student built a device which showed that the spots were producing a hormone necessary for the butterfly's full development. This project won Richard first place in county science fair. He also got entry into the International Science and Engineering Fair.

There he won third place for zoology and also got a chance to work at the entomology laboratory of the Walter Reed Army Institute of Research during summer.

Richard Continues his Research on Monarch Pupa

When Richard was a high school junior, he continued his advanced research on the monarch's pupa. Later in his senior year, he grew cells from monarch's wing in a culture.

He showed that the cells would develop into normal butterfly wings scales only when they were fed by the hormones produced by the gold spots.

Richard's Study of Cell and DNA

Richard joined Harvard University after summer. In his junior years, he got the idea of his new theory about cell life while looking at the X-ray photos of chemical structure of a hormone. He believed that his study could tell how the cell can read the blueprint of its DNA (It is the substance in the nucleus of a cell that controls heredity).

Richard and his college room-mate James R. Wong worked all night constructing the plastic models of molecules. Later, they together wrote a paper explaining their theory.

Highest Honours in Harvard

Richard graduated with second position in a class of 1510 students. He became a graduate student researcher. He started experimenting to prove his new theory. His theory may create new ways to prevent some types of cancer and other diseases.

Richard: An all Rounder

Richard was not just a scientist. He was an all rounder. He was a champion debator and a public speaker. He was also a good canoeist and an outdoor person. He was also a great photographer.

In his high school, he was a part of the Debating and the Model United Nations Clubs. There, he found Richard A Weiherer, his social studies professor whom he admired a lot.

Richard: A True Scientist

Mr. Weiherer (Ebright's Teacher) praised Richard for his hard work. He also praised Richard's healthy competitiveness which was just for the sake of doing his best. Richard had all the qualities that made him a true scientist. He had a first rate mind, curiosity and a will to win for all the right reasons.

WORD MEANINGS

The given page nos. correspond to the pages in the prescribed textbook.

Word	Meaning
Page 32	
scout	a member of the scout association
journal	a newspaper or magazine that deals with a particular subject
making the big leagues	becoming part of a successful or important group
kindergarten	school for small children
astronomer	a scientific observer of stars and planets
determination	firmness of purpose
eager	strongly wanting to do or have something
star-gazing	looking at the stars
Page 33	
variegated	having patches, stripes or marks of different colours
crescent	a shape that is curved, wide at its center and pointed at its two ends like a crescent moon
species	a group of animals or plants that are similar and can produce young animals or plants
fritillary	a butterfly with orange-brown wings that are chequered with black
Page 34	
monarch and viceroy	types of butterflies found in North America
tedious	boring and too slow or long
adhesive	able to stick fast to a surface or object; sticky
chase	to hurry after someone or something in order to catch him/her or it
Page 35	
stack	large number
starling	a dark brown or black bird that is common in Europe and the US
zoology	the branch of science that involves the study of animals and animal behaviour
Page 36	
ornamental	showy, decorative
entomology	a branch of science that deals with the study of insects
culture	the growing of cells in a specially prepared nutrient medium
scales	small, thin, horny or bony plates
eureka	a cry of joy when one discovers something
blueprint	a design plan
hormone	a natural substance that is produced in the body and that influences the way in which body grows or develops
pupa	an insect that is in the stage of development between larva and adult
Page 37	
canoeist	person paddling a canoe
exhibits	things
sake	for the purpose of

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Read and Find Out (Page 32)

1 How did a book become a turning point in Richard Ebright's life?

Ans. The book 'The Travels of Monarch X' became a turning point in Richard Ebright's life as after reading it, he became interested in studying the migration of butterflies. It opened the world of science for Richard.

2 How did his mother help him?

or How did Ebright's mother help him in becoming a scientist? **CBSE 2019**

Ans. Richard Ebright's mother helped him in becoming a scientist by encouraging his interest in learning. She took him on trips and bought scientific equipment for him. She spent all her time in setting up challenges for him. This helped Richard to learn a lot. She presented him the book 'The Travels of Monarch X'. The book changed Richard's life forever.

Read and Find Out (Page 34)

1 What lesson does Ebright learn when he does not win anything at a science fair?

Ans. When he did not win anything at a science fair, Ebright learnt an important lesson that science is not just about display, it is about projects and real experiments.

2 What experiments and projects does he then undertake?

Ans. Richard Ebright undertook many projects and experiments. His first project was to prove that a beetle carries a viral disease that kills monarch caterpillars.

Then, he tried to prove that viceroy butterflies copy monarchs. Later, he studied the twelve golden spots on monarch pupa and discovered a new hormone. Also, he found out how cells read their DNA.

3 What are the qualities that go into the making of a scientist?

Ans. The three essential qualities that make a scientist are : a first-rate mind, the presence of curiosity and the will to do the best and win.

ink About It *(Page 38)*

1 How can one become a scientist, an economist, a historian ...? Does it simply involve reading many books on the subject? Does it involve observing, thinking and doing experiments?

Ans. Reading of books is important for becoming a scientist, an economist and a historian. However, it is not enough. Apart from the knowledge gained from books, one must be able to think independently.

Yes, one also requires a keen interest in observing, thinking and doing experiments and gain as much practical knowledge as possible to be successful in their fields.

2 You must have read about cells and DNA in your science books. Discuss Richard Ebright's work in the light of what you have studied. If you get an opportunity to work like Richard Ebright on projects and experiments, which field would you like to work on and why?

Ans. For self-attempt.

Talk About It *(Page 38)*

1 Children everywhere wonder about the world around them. The questions they ask are the beginning of scientific inquiry. Given below are some questions that children in India have asked Prof Yash Pal and Dr Rahul Pal as reported in their book, *Discovered Questions*. (published by NCERT in 2006).

(i) What is DNA fingerprinting? What are its uses?

(ii) How do honeybees identify their own honeycombs?

(iii) Why does rain fall in drops?

Can you answer these questions? You will find Prof Yash Pal's and Dr Rahul's answers (as given in *Discovered Questions*) on Page 75.

Ans. (i) DNA fingerprinting is a forensic technique used to identify individuals by the characteristics of their DNA. It is used in parentage testing. It is also used in criminal investigation to identify a person or to place him at the scene of crime.

(ii) Honeybees have signalling chemicals. They leave trails for fellow honeybees so that they can reach their honeycomb.

(iii) Rain fall in drops as the only solid thing in the air are dust particles. Water vapour uses it as a centre of attraction when it becomes too heavy. Water vapour condenses on the dust particle as a drop and falls on Earth.

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Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and answer the questions that follow.

1 "I didn't get any real results," he said. "But I went ahead and showed that I had tried the experiment. This time I won." The next year his science fair project was testing the theory that viceroy butterflies copy monarchs. The theory was that viceroys look like monarchs because monarchs don't taste good to birds. Viceroys, on the other hand, do taste good to birds. So, the more they look like monarchs, the less likely they are to become a bird's dinner. Ebright's project was to see whether, in fact, birds would eat monarchs. He found that a starling would not eat ordinary bird food. It would eat all the monarchs it could get.

(i) Choose the option listing Ebright's qualities as depicted in the above extract.

1. Persevering 2. Visionary
3. Determined 4. Liberal
4. Conceited

(a) 1, 2 (b) 3, 5 (c) 1, 3 (d) 4, 5

(ii) According to the dictionary, 'fair' as a noun, shows the following meanings.
Choose the option that lists the meaning similar to the usage to that in the extract.

(a) A gathering of stalls and amusements for public entertainment.
(b) A competitive exhibition showcasing products or ideas.
(c) A periodic gathering for the sale of goods.
(d) An annual exhibition of livestock, agricultural products, etc., held by a town, county, or state.

(iii) Choose the option that is true for the two statements given about the information in the extract.

Statement 1- Starling feeds on viceroys.

Statement 2- Starling does not eat seeds and insects.

(a) Both statements are clearly mentioned in the extract.
(b) Statement 1 cannot be clearly inferred from the text and statement 2 is true.
(c) Statement 1 is false and statement 2 cannot be clearly inferred from the extract.
(d) Both statements need to be inferred from the given extract.

(iv) Choose the statements that are TRUE for the given extract contextually.

1. Ebright didn't get any results for the experiment he conducted on butterflies.
2. Monarchs tasted awfully to the birds.
3. Ebright wanted to explore the possibility of monarchs getting eaten by birds.
4. He wanted to prove that viceroys are lookalikes of monarchs.

(a) 1, 2 (b) 2, 3
(c) 1, 3 (d) 2, 4

(v) Four friends bring their pets to a pet show. Choose the option that mentions the friend with a starling as a pet.

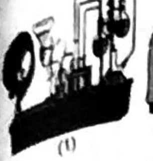
Friend 1 has a turtle named Missy.
Friend 2 has a dragonfly named Majesty.
Friend 3 has a rabbit named Molly.
Friend 4 has a bird named Mitch.

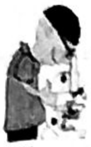
(a) Friend 1
(b) Friend 2
(c) Friend 3
(d) Friend 4

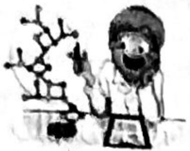
Ans. (i) (c) 1, 3
(ii) (b) A competitive exhibition showcasing products or ideas.
(iii) (c) Statement 1 is false and statement 2 cannot be clearly inferred from the extract.
(iv) (b) 2, 3
(v) (d) Friend 4

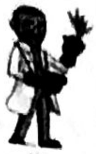
2 When he saw those photos, Ebright didn't shout, 'Eureka!' or even, 'I've got it!' But he believed that, along with his findings about insect hormones, the photos gave him the answer to one of biology's puzzles: how the cell can 'read' the blueprint of its DNA. DNA is the substance in the nucleus of a cell that controls heredity. It determines the form and function of the cell. Thus, DNA is the blueprint for life. Ebright and his college room-mate, James R Wong, worked all that night drawing pictures and constructing plastic models of molecules to show how it could happen. Together they later wrote the paper that explained the theory.

(i) Choose the option that shows the picture of the type of task Ebright and Wong were engaged in, as per the extract.


(1)


(2)


(3)


(4)

(a) Option (1)
(b) Option (2)
(c) Option (3)
(d) Option (4)

(ii) Ebright was perhaps expected to shout 'Eureka!' because he had

(a) realised that he needed a partner to work with to finalise his findings.

(b) discovered something new and 'Eureka!' was cry to announce it.

(c) worked hard and was relieved at nearing the end of his project.

(d) given shape to the teachings of his teachers by choosing this field of science.

(iii) "Thus, DNA is the blueprint for life", is another way of saying that the DNA contains a genetic

(a) experiment
(b) ultimatum
(c) takeaway
(d) plan

(iv) Four newspapers published a headline about Ebright and Wong. Choose the option that published a factually correct headline, as per the extract.

ewspaper 1	Newspaper 2	Newspaper 3	Newspaper 4
ng Denies ntributing To Ebright's eory	Ebright Collaborates With Room-Mate Wong	Wong And Ebright Exaggerate Their Theorydefy Logic	Ebright And Wong's Theory Proved Wrong

(a) Newspaper 1
(b) Newspaper 2
(c) Newspaper 3
(d) Newspaper 4

(v) Compound words are those words which are formed by joining two separate words to create a new word with an entirely different meaning.

Choose the option that lists the compound words from the above extract.

1. determines
2. blueprint
3. nucleus
4. heredity
5. room-mate

(a) 1, 3
(b) 2, 4
(c) 1, 4
(d) 2, 5

ns. (i) (c) Option (3)
(ii) (b) discovered something new and 'Eureka!' was cry to announce it.
(iii) (d) plan
(iv) (b) Newspaper 2
(v) (d) 2, 5

3 Ebright and his college roommate, James R Wong, worked all that night drawing pictures and constructing plastic models of molecules to show how it could happen. Together they later wrote the paper that explained the theory.

Surprising no one who knew him, Richard Ebright graduated from Harvard with highest honours, second in his class of 1510.

(i) Who was Wong?
(a) Ebright's best friend
(b) Ebright's partner and college roommate
(c) Ebright's classmate and partner
(d) None of the above

(ii) 'It' here refers to
(a) Ebright's theory on butterflies.
(b) Ebright's theory on DNA's.
(c) the theory of how cells read DNA's
(d) the slide of frog tissues.

(iii) How did Richard Ebright graduate?
(a) With highest honours.
(b) As second in a class of 1510.
(c) From Harvard University
(d) All of the above

(iv) Why was no one surprised at Ebrights graduation?
(a) Because everyone knew Ebright would do so.
(b) Because Ebright had already achieved fame.
(c) Because everyone believed in Ebright.
(d) Because Ebright was intelligent.

(v) .... is a synonym of 'rank'.
(a) Theory
(b) Highest
(c) Honours
(d) Graduated

Ans. (i) (b) Ebright's partner and college roommate
(ii) (c) the theory of how cells read DNA's
(iii) (d) All of the above
(iv) (a) Because everyone knew Ebright would do so.
(v) (c) Honours

4 "Richard would always give that extra effort," Mr Weiherer said. What pleased me was, here was this person who put in three or four hours at night doing debate research besides doing all his research with butterflies and his other interests.

'Richard was competitive,' Mr Weiherer continued, 'but not in a bad sense'. He explained, "Richard wasn't interested in winning for winning's sake or winning to get a prize. Rather, he was winning because he wanted to do the best job he could. For the right reasons, he wants to be the best."

(i) Who was Mr Weiherer?
(a) Ebright's tutor
(b) Ebright's principal
(c) Ebright's teacher
(d) Ebright's mentor

(ii) Why did Mr Weiherer think that Richard was a hard-worker?
  (a) He focused on scientific research.
  (b) He was an all-rounder.
  (c) With his research, he also put time in debate research.
  (d) He did exceptional research.

(iii) What did Mr Weiherer think about Richard?
  (a) He was a sincere and dedicated child.
  (b) He was hardworking and an excellent actor.
  (c) He was the best student he ever had.
  (d) All of the above

(iv) Why did Mr Weiherer call Richard a true winner?
  (a) Because he wasn't interested in wining.
  (b) Because he wanted to give his best.
  (c) Because he wanted to win a prize.
  (d) Both (a) and (b).

(v) 'Put in' here means.
  (a) winning
  (b) time taken in doing some work
  (c) three four hours
  (d) None of the above

Ans. (i) (c) Ebright's teacher
(ii) (c) With his research, he also put time in debate research.
(iii) (a) He was a sincere and dedicated child.
(iv) (d) Both (a) and (b)
(v) (b) time taken in doing some work

Short Answer (SA) Type Questions

[2/3 Marks each]

1 What rare achievement did Richard manage at the age of twenty-two?

Ans. Richard had a rare achievement at the age of twenty-two. He wrote an article with his friend about a theory of how cells work. The article was published in the scientific journal 'Proceedings of the National Academy of Science.' It was the first time that this journal had ever published the work of college students.

2 Richard became a collector at an early age. How?

Ans. Richard was the only child of his parents. He had no company at home to play with. So, he started collecting things in his spare time. He would collect coins, fossils, rocks and butterflies as a hobby. In this way, Richard became a collector at an early age.

3 Why did Richard lose interest in tagging butterflies?

or Why did Ebright lose interest in tagging bufferflies? **CBSE 2020**

Ans. Richard raised thousands of butterflies, tagged them and released them to study their migration. But soon, he lost interest because only two of his tagged butterflies were recaptured and they had travelled only seventy-five miles.

4 Who was Dr. Frederick A Urquhart? Why did Richard Ebright look to him for fresh ideas?

Ans. Dr. Frederick A Urquhart was a scientist and teacher at the University of Toronto, Canada. He was doing research on butterfly migrations. Ebright sent him many tagged butterflies for his research work. Richard looked to him for fresh ideas and suggestions because the suggestions sent by Dr. Urquhart helped in shaping Ebright's career as a scientist.

5 Which project did Richard undertake in the eighth grade?

Ans. In the eighth grade, Richard undertook the project to find the cause of a viral disease that had killed monarch caterpillars. He thought that a beetle might carry the virus, so he rose caterpillars in the presence of beetles. He was not able to prove it but still won a prize for it.

6 Why do viceroy butterflies copy the monarch butterflies?

Ans. Birds eat viceroy butterflies because they taste good to them, whereas monarch butterflies do not taste good to the birds. So, the viceroys try to copy the monarchs to protect themselves from the birds.

7 Richard's project on the purpose of the twelve tiny gold spots on a monarch pupa was highly valuable in two ways. List the two ways.

Ans. Richard's project on the purpose of the twelve tiny gold spots on a monarch pupa was highly valuable in the following two ways

- First, he discovered a hormone that was necessary for the growth of the pupa.
- Secondly, he got a chance to work at a famous laboratory as he won the first prize in the county fair and entry into the International Science and Engineering Fair.

8 Mention any two of Ebright's contributions to the world of science. **CBSE 2011**

Ans. The two contributions of Ebright to the world of science were

- Ebright built a device that showed that the spots on monarch butterflies wings produce a hormone that is necessary for the growth of the butterfly.
- His other important contribution was his study of how cells read their DNA.

9 In addition to science, what were the other interests of Richard?

Ans. Apart from science, Richard was a good debater and a public speaker as well as a canoeist and an outdoor person. He also loved photography and likes to collect different kinds of things and butterflies.

10 Mr Weiherer pays a glowing tribute to Richard. What did he say?

Ans. Mr Weiherer was Ebright's social studies teacher and the advisor to the clubs that Richard Ebright had joined. He praised him for his brilliant mind, his curiosity and a will to win for the right reason. He also admired Richard for his spirit to do his best all the time.

11 Hobbies play a very important role in one's life. Elaborate this with reference to 'The Making of a Scientist'. **CBSE 2016**

Ans. It is true that hobbies play a very important role in one's life. It was Richard Ebright's hobbies that led him into the field of science. His hobbies were encouraged by his mother who always motivated him to learn new things. Further, it is because of his hobbies that he became a curious all rounder, always ready to participate in things that he loved to do.

Long Answer (LA) Type Questions

[5 Marks each]

1 Richard's mother had a great influence on him. Discuss.

or Discuss the role of Ebright's mother in making him a scientist. **CBSE 2011**

Ans. Richard's mother played a huge role in making him a great scientist. She would take him on trips to encourage learning. He was a single child. After his father died, his mother made him the focus of her life.

She would buy him all kinds of microscopes, telescopes and other equipments. After dinner, she gave him problems to solve. This helped Richard to learn a lot.

She was his only companion for a long time. She always tried to give him work that required no physical labour but those which enhanced his learning skill.

It was his mother who got him the book 'The Travels of Monarch X'. This book opened the world of science for Richard. She also wrote to Dr Urquhart to guide her son. The scientist helped Richard and guided him. Thus, his mother shaped him into an extraordinary scientist.

2 Richard Ebright displayed a well-rounded personality. Do you agree? Elucidate in the context of the given text. **CBSE 2016**

Ans. Richard Ebright displayed a well-rounded personality from his childhood. His genius was obvious by the time he was in second grade. He not only collected butterflies but also collected rocks, fossils and coins. He had managed to collect all the twenty-five species of butterflies that were found in his hometown and had classified them.

Science was not his only passion. He was an active member of his school's debating club and Model United Nations Clubs and was also an effective debator and public speaker. He was an enthusiastic canoeist and an all-round outdoor person with a keen interest in photography. Because of his interest and hobbies, it was simple for him to devote time and energy to many other interests. He was a champion, not because of his desire to win for the sake of winnings but for attempting to do his best. All of these qualities make him a well-rounded personality.

3 "Success is failure turned inside out". Prove the above statement with instances from the journey taken by Richard Ebright from losing at the science fair to winning at the international fair.

Ans. Success is a result of failure. It never comes straight or directly. It takes a journey through failure which motivates an individual to move to the path of success.

Similar thing happened with Richard Ebright as well. Although he had a keen interest in science and earned top grades in school, he was just like a normal kids. He faced failures just like everyone else. However, every failure strengthened his will to succeed.

When he was in the seventh grade, Richard had participated in a county science fair with his slide of frog tissues but he did not win. This saddened him. He soon realised his mistake and became determined to win the next year. He requested Dr. Urquhart for suggestions and worked on them. His hardwork finally paid off.

The next year when he participated in the county science fair, he won a prize. This prize further motivated him to further his studies. He extended his projects from studying Monarch butterflies to find how cells read their DNA. Thus, for Ebright, we can say that success is failure turned inside out.

4 How did Ebright use determination and preservance to achieve his aim of becoming a scientist? **CBSE 201**

Ans. Beginning in the Kindergarten, Ebright collected butterflies with the same determination that marked all his activities. In the second grade, he had collected all 25 species of butterflies found around his hometown. Due to his determination to study butterflies, he raised a flock of butterflies.

During subsequent years, he participated in science fairs, completed a number of research projects and graduated from Harvard with highest honours, second in his class of 1510. Ebright went on to become a graduate student researcher at Harvard Medical School. There he began doing experiments to test his theory how the cell can read the blueprint of its DNA. Thus his determination and preservance made him a famous scientist.

Self Assessment

Extract Based Question

Read the following extract carefully and answer the questions that follow.

1 So he did and did he ever! Beginning in Kindergarden, Ebright collected butterflies with the same determination that has marked all (P32) his activities. He also collected rocks, fossils and coins. He became an eager astronomer, too. Sometimes star-gazing all night.

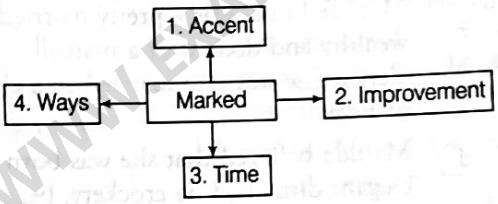
(i) Who is 'he'?
(a) Richard Ebright
(b) A scientist
(c) A photographer
(d) Both (a) and (b)

(ii) What more did he collect besides butterflies?
(a) Fossils
(b) Rocks
(c) Coins
(d) All of these

(iii) What does the writer mean by 'so he did and did he ever!'?
(a) That Ebright was forever determined.
(b) That Ebright continued his scientific research forever.
(c) That Ebright became a scientist.
(d) That Ebright was always curious.

(iv) What did he do sometimes at night?
(a) Read books
(b) Perform experiments
(c) Take a look on his butterflies
(d) Gazed at the stars

(v) The extract uses the phrase, 'marked all his activities'. Which of the following expressions is incorrect with respect to the word 'marked'?



(a) Only 3
(b) 3 and 4
(c) 1 and 2
(d) 2 and 3

Short Answer (SA) Type Questions

2 Richard showed that he was not an average boy in second grade. How?

3 What was heart-warming about the competitive spirit in Richard?

4 How did Ebright excite the world of science at the age of twenty-two?

5 Why couldn't Richard Ebright play baseball during his childhood days?

Long Answer (LA) Type Questions

6 What did Ebright realise when he did not win any prize in the country science fair?

7 Although Richard does not win anything at the science fair, it was a stepping stone for his success. In the light of the above statement, give your comments whether competitions are for the sake of winning or to give your best at work.

8 The proverb 'Where there is a will, there is a way' fits Richard Ebright as he had the will to become a scientist although he was not having adequate resources. Then how did he become a successful scientist? Briefly outline how he found the way.

CHAPTER

07

The Necklace

by Guy De Maupassant

Chapter Overview

'The Necklace' is a story of a middle class lady named Matilda Loisel. She was born in a poor family and was married to a clerk named M Loisel. Matilda was a very pretty young lady but she was dissatisfied with the poverty of her family. She wanted to have the luxuries in her life.

She borrowed a necklace from her friend, Mme Forestier and lost it in the ball (party). She decided to replace it with a necklace that looked similar to it. To get the new necklace, they had to take many loans. As a result, they led a miserable life full of poverty and struggles. Finally, in the end it is discovered that the necklace was actually fake.

About the Characters

Matilda Loisel She is a pretty young woman who is married to a clerk. She is dissatisfied with what she has. She is always lost in her dreams of wealth and pleasure.

M Loisel He is the husband of Matilda and is an ordinary clerk. He always tries to please his wife as he is a caring man.

Madam Forestier She is a good friend of Matilda. She is helpful and considerate. She lends Matilda a necklace that leads to her ruin.

Summary

Matilda Loisel and her Unhappiness

Matilda Liosel was a pretty married lady who had high ambitions. She wished to be wealthy and dreamt of a marvellous life. However, she was born into a family of clerks. She was also married to a clerk, M Liosel who worked in the office of Board of Education.

Matilda believed that she was born for a life of luxury. She always used to dream of elegant dinners, fine crockery, beautiful frocks and delicious dishes. So, whenever she saw her rich friend, she felt disappointment.

M Loisel brings an Invitation

One evening Matilda's husband, M Loisel returned from his office with a large envelope. The envelope consisted of an invitation to a ball (party) at the Minister's residence. M Loisel thought that his wife would be happy to read the invitation but she was not happy to see the invitation.

Matilda told her husband that she did not have a good dress to wear in the ball. Further, she told him to give the invitation to his colleague.

New Dress was Bought

After realising Matilda's distress, her husband M. Loisel told her that she could bu a new dress. He had saved four hundred Francs to buy a gun to join some huntin parties. Now, he would give the money to Matilda for buying a new dress.

Matilda still not Happy

Matilda bought a new dress but she was still unhappy. Her husband asked abou the reason of her unhappiness. Matilda told her husband that she would not go the ball as she did not have any jewellery to wear with her dress. Her husband suggested that she could wear some natural flowers.

But Matilda was not convinced and replied that she would look shabby among the rich women. Finally, her husband advised her that she should go to Mme Forestier, her friend and borrow her jewellery.

Matilda Gets Necklace from Mme Forestier

Next day, Matilda went to her friend's house. She told Mme Forestier her problem. Mme Forestier brought her jewel case and asked Matilda to make her choice. Matilda tried various pieces of jewellery but ultimately decided to borrow a diamond necklace.

Matilda at the Night of Ball

The night of the ball arrived and Matilda was happy at the occasion. She looked very beautiful. Everyone liked her and she was the centre of attraction. She danced with great enthusiasm and happiness. She went home at 4 am. Then they hired an old carriage (cab) and returned home.

The Necklace was Lost

When Matilda returned home and was changing her dress, she wanted to see her beauty in final view before the mirror. Suddenly, she noticed that the necklace was not around her neck. She cried out and informed her husband that she had lost the necklace.

Her husband searched for the necklace on every place, where they went last night. He went to the police and the cab offices. He also put an advertisement in the newspapers offering reward, but the necklace was not found. So he advised her wife to write a letter to her friend telling her that the clasp (lock) of the necklace was broken and she needed some time to get the necklace repaired.

Matilda Replace the Necklace

At last, Matilda and her husband decided to replace the necklace with a necklace that looked similar to it. They searched for a similar necklace everywhere and found it in a shop at Palais Royal.

The necklace cost 40,000 Francs but they bargained it to 36000 Francs. Her husband gave her 18000 francs which his father had left for him. He took a loan of the remaining amount and purchased a diamond necklace. Finally, Matilda returned the necklace to her friend.

Life of Poverty

After replacing the necklace, Matilda and her husband lived in poverty. They sent away the maid, changed their lodgings and rented some rooms of the attic. Matilda had to do all the work. Matilda started dressing like a commoner and even went to get her grocery shopping.

Her husband worked day and night. He spent his evening putting the books of some merchants and did some copying's at night. Finally they were able to pay off their debt after ten years of poverty.

Matilda had Changed

After ten years, Matilda had changed. She had became an old, strong, hard woman. Her hair was badly dressed; her skirts were awry (uneven), her hands were red and she spoke in a loud tone. She would often think if she had not lost the necklace, her life would be better.

The Truth of Necklace Revealed

One Sunday while Matilda was walking in the Champs-Elysees, she saw Mme Forestier. She was looking charming and beautiful as she had looked ten years before.

Now that all the debts were paid off, Matilda decided to tell Mme Forestier about her necklace. At this, Mme Forestier informed her that it was a fake necklace which cost only five hundred Francs.

WORD MEANINGS

The given page nos. correspond to the pages in the prescribed textbook.

Word	Meaning
Page 39	
petty	of lesser rank or importance
incessantly	continuously
tureen	a deep bowl with a cover used for serving soup
exquisite	finely made
despair	a complete loss of hope
elated	to be extremely joyful
Page 40	
spitefully	hurtfully
dismay	a feeling of unhappiness and disappointment
Page 41	
vexed	annoyed, frustrated or worried
ecstatic	very happy and excited
Page 42	
salon	a room used for entertaining guests
modest	not expensive
cloak	a sleeveless garment that hangs loosely from shoulders
Page 43	
bewilderment	confusion
chaplet	a string of (diamonds)
usurer	money lender
Page 44	
attic	a space or room inside the roof a building
crude	very simple
sou	a French coin of low value
perceived	noticed, spotted
personage	name

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Read and Find Out *(Page 39)*

1 What kind of a person is Mme Loisel and why is she always unhappy?

Ans. Matilda was a pretty young lady but she belonged to a poor family. She was married to a clerk. She had great aspirations in life. Her poverty and lack of recognition made her angry and unhappy.

2 What kind of a person is her husband?

Ans. Her husband, M Loisel is an ordinary clerk in the office of the Board of Education. He is a loving and caring husband who wanted to make his wife happy.

Read and Find Out *(Page 41)*

1 What fresh problem now disturbs Mme Loisel?

Ans. A fresh problem that disturbs Mme Loisel is that she does not have a beautiful jewel to go with her dress that she was supposed to wear at the ball. So, she asks her husband to pass on the invitation to someone else.

2 How is the problem solved?

Ans. Matilda Loisel's husband, M Loisel came to solve Matilda's problem. First, he suggests her to wear fresh flowers. Then, he advises her to borrow jewels from her rich friend, Mme Forestier. Thus, the problem is solved as Mme Forestier lends her a beautiful diamond necklace.

Read and Find Out *(Page 42)*

1 What do M. and Mme Loisel do next?

Ans. Loisel did everything to find the necklace. M. Loisel went back and searched for the lost necklace. Then, he went to the police and to the cab offices. Also, they put out an advertisement in the newspapers and offered a reward to anyone who finds the necklace. But, all their efforts went in vain.

2 How do they replace the necklace?

Ans. After all other efforts fail, Loisel decided to buy a new identical necklace to replace the lost one. M Loisel gave eighteen thousand Francs that his father had left for him and took a loan for the rest. Then the couple managed to buy the new necklace for thirty six thousand francs and returned it to Mme Forestier.

Think About It *(Page 46)*

1 The course of the Loisel's life changed due to the necklace. Comment.

Ans. It is true that the necklace changed the course of the Loisel's life. It took the Loisels ten years to pay back the money they had borrowed to buy the necklace. It changed everything for them.

They had to move to the poorest quarters of the city. With no maids or assistance, Matilda had to cook, clean, mend, sew and bargain with the grocer and butcher to save every sou (a french coin of low value) just for their mere survival. The husband had to work in the evening and night to pay their debt.

2 What was the cause of Matilda's ruin? How could she have avoided it?

Ans. The cause of Matilda's ruin was her over ambitiousness and dissatisfaction from life. She was an extremely beautiful girl who expected too much from life. But unfortunately, she was married to an ordinary man who could not provide her with all the materialistic luxuries.

She could have avoided it if she had told the fact to her friend that she had lost the necklace. By hiding the reality, she ruined her life.

Moreover, she should have been satisfied with what she had instead of imitating rich people.

3 What would have happened to Matilda if she had confessed to her friend that she had lost her necklace?

Ans. If Matilda had confessed to her friend that she had lost her necklace, she might have been in lesser trouble than what she faced after having replaced the necklace. Her friend would have been angry with her and most probably would have asked Matilda to replace it.

She would have given her the details from where she bought the necklace and how much it had cost her. Matilda would thus have known that the jewels in the necklace were not real diamonds. It would have cost her a far lesser amount to replace it. Matilda would thus have saved herself and her husband from all the trouble they went through.

4 If you were caught in a situation like this, how would you have dealt with it?

Ans. If I was caught in such a situation, I would have let the truth out and then faced the consequences. Honesty would have been the way out for me.

Talk About It (Page 46)

1 The characters in this story speak in English. Do you think this is their language? What clues are there in the story about the language its characters must be speaking in?

Ans. Though the characters speak in English, it is not their language. Maupassant (the author) wrote the story in French and it was translated into English. The text has enough words in French to prove it otherwise. First, the very names of characters like 'Mme Loisel, Mme Forestier and the Minister's name George Ramponneau indicate their French origin. Then, the words for currency like 'Franc' and 'Sou' show the same. Also, the shop's location at 'Palais-Royal' and 'Champs-Elysees' point out the French history of the characters and the story.

2 Honesty is the best policy.

Ans. Honesty is definitely the best policy. Falsehood and hypocrisy seem very attractive and rewarding at first. But, the path they tread on leads to nothing but misery, evil and utter gloom. Honesty, on the contrary, seems to be a difficult choice in pursuit of material happiness. However, it is the only choice for a life of contentment, peace and everlasting happiness.

3 We should be content with what life gives us.

Ans. One must learn to live within one's means and be content with what one has. Life is a great mystery. For some, it is all riches, comfort, name and fame. While for others, it is nothing but sheer hunger, poverty, anguish and an everyday quest for bare survival.

One may try to improve his lot by honest means but eventually must be at peace with what one manages to have.

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Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and answer the questions that follow.

1 "She suffered incessantly, feeling herself born for all delicacies and luxuries. She suffered from the poverty of her apartment, the shabby walls and the worn chairs. All these things tortured and angered her. When she seated herself for dinner opposite her husband who uncovered the tureen with a delighted air, saying, "Oh! the good potpie! I know nothing better than that...," she would think of elegant dinners of shining silver; she thought of the exquisite food served in marvellous dishes. She had neither frocks nor jewels, nothing. And she loved only those things. She had a rich friend, a schoolmate at the convent, who she did not like to visit- she suffered so much when she returned. She wept for whole days from despair and disappointment."

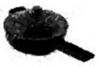
(i) Choose the options that list the set of statements that are NOT TRUE according to the given extract.

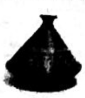
1. Matilda was very satisfied with her life.
2. Matilda envied her friend for being well-off.
3. M Loisel didn't appreciate what Matilda cooked.
4. Matilda hated the fact that she lived a life of poverty.
5. Matilda never felt troubled, though she desired a luxurious life.
6. Matilda thought of grand dinners and silverware sitting at the dinner table.
7. Matilda felt depressed after visiting her friend.

(a) 1, 3, 6
(b) 3, 5, 7
(c) 1, 3, 5
(d) 2, 4, 7

(ii) The word 'delicacies' is NOT related to
(a) etherealness
(b) elegance
(c) exquisiteness
(d) robustness

(iii) Choose the answer that lists the correct option of what a 'tureen' is?


(1)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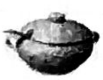
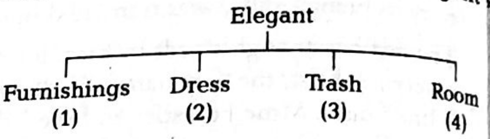

(3)

(4)

(a) Option (1)
(b) Option (2)
(c) Option (3)
(d) Option (4)

(iv) Choose the characteristic displayed by M Loisel in the extract.
(a) conceited
(b) contended
(c) appeased
(d) subdued

(v) The extract uses the phrase 'elegant dinners'. Which of the following expressions is incorrect with respect to the word 'elegant'?



(a) Option (1)
(b) Option (2)
(c) Option (3)
(d) Option (4)

Ans. (i) (c) 1, 3, 5
(ii) (d) robustness
(iii) (c) Option (3)
(iv) (b) contended
(v) (c) Option (3)

2 "He was silent, stupefied, in dismay, at the sight of his wife weeping. He stammered, "What is the matter? What is the matter?" By a violent effort, she had controlled her vexation and responded in a calm voice, wiping her moist cheeks, "Nothing. Only I have no dress and consequently I cannot go to this affair. Give your card to some colleague whose wife is better fitted out than I." He was grieved, but answered, "Let us see, Matilda. How much would a suitable costume cost, something that would serve for other occasions, something very simple?" She reflected for some seconds thinking of a sum that she could ask for without bringing with it an immediate refusal and a frightened exclamation from the economical clerk."

(i) What does 'economical clerk' indicate?
(a) M Loisel was a spendthrift even though he earned a lot.
(b) M Loisel was thrifty as he had a meagre income.
(c) M Loisel calculated money all the time as he was a clerk.
(d) M Loisel was stingy about money and didn't spend it.

(ii) Choose the sentence which gives the same meaning of 'reflected' as used in the extract.
(a) A lot of heart is reflected into space by the Earth.
(b) Suman reflected with sadness on the situation that he was into.
(c) She said that the statement did not reflect her own views.
(d) Pale colours reflect light.

(iii) Pick the correct set that matches with the feelings of the highlighted words related to the characters:

Matilda By a violent effort, she had controlled ……

M Loisel He was grieved ……

1. Matilda felt aggressive; M Loisel was troubled
2. Matilda was irritated; M Loisel was upset and cried
3. Matilda tried extremely hard; M Loisel felt intense sorrow
4. Matilda was quite calm; M Loisel's heart ached for love

(a) Option (1) (b) Option (2)
(c) Option (3) (d) Option (4)

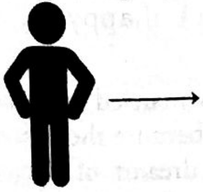
(iv) M Loisel was astonished seeing his wife's reaction. He writes a diary entry that night. Complete the entry with the missing words, by choosing the correct option.

11 January, Monday 9:00 pm

I thought Matilda would be (i) ________ seeing the invitation in my hand.
However, her reaction has left me (ii) ________.
I don't know how I would be able to (iii)________ a new dress for her.

(a) (i) vexed (ii) disturbed (iii) bring
(b) (i) elated (ii) disturbed (iii) afford
(c) (i) keen (ii) depressed (iii) bring
(d) (i) elated (ii) distressed (iii) afford

(v) Choose the option that gives the most appropriate response to the statements made by the speaker.



M Loisel overpampered his wife and readily accepted her demands.

(a) I think Matilda was being unreasonable and unrealistic.
(b) I feel that M Liosel loved Matilda and wanted her to be happy.
(c) In my opinion M Liosel was being too harsh with Matilda.
(d) I feel that M Loisel should not have bought the invite home

Ans. (i) (b) M Loisel was thrifty as he had a meagre income.
(ii) (b) Suman reflected with sadness on the situation that he was into.
(iii) (c) Option (3)
(iv) (d) (i) elated (ii) distressed (iii) afford
(v) (b) I feel that M Loisel loved Matilda and wanted her to be happy.

3 She was not convinced. 'No', she replied, "there is nothing more humiliating than to have a shabby air in the midst of rich women."

Then her husband cried out, "How stupid we are! Go and find your friend Madame Forestier and ask her to lend you her jewels."

She uttered a cry of joy. 'It is true!' she said. "I had not thought of that."

(i) The given lines are taken from the story titled
(a) Bholi
(b) The Necklace
(c) Madam Rides the Bus
(d) Triumph of Surgery

(ii) Why did she need the jewels?
(a) To go to a party of rich people
(b) For a photoshoot
(c) To get a replica made
(d) For wearing them at home

(iii) What made Mme Liosel cry out in joy?
(a) Her husband's suggestion.
(b) Her husband's permission.
(c) The thought of looking good.
(d) Her husband's promotion.

(iv) What does her husband suggest her?
(a) That she does not wear any jewellery.
(b) That she should go out and buy a piece of beautiful jewellery.
(c) That she should wear what she has.
(d) That she should borrow jewels from her rich friend.

(v) 'Shabby air' means
(a) stingy air (b) poor air
(c) poor surrounding (d) None of these

Ans. (i) (b) The Necklace
(ii) (a) To go to a party of rich people.
(iii) (a) Her husband's suggestion.
(iv) (d) That she should borrow jewels from her rich friend.
(v) (b) poor air

Short Answer (SA) Type Questions

[2/3 Marks each]

1 What would Matilda often dream of?

Ans. Matilda would often dream of all the delicacies, luxuries, elegant dinners, marvellous dishes, rich silver, beautiful dresses, jewels, adoration and a life of glory.

2 Why did Matilda throw the invitation spitefully?

Ans. Matilda was simply displeased when her husband showed her the invitation. She felt humiliated and threw the invitation spitefully, as she had nothing beautiful enough to wear at the ball.

3 Describe Mme Loisel's success at the ball.

or Do you think Mme Loisel had an enjoyable evening at the ball? Give reasons for your answer. **CBSE 2014**

Ans. Mme Loisel was the centre of attention at the ball. Her beauty, her grace, her joy and the gorgeous smile attracted all. She danced happily. Hence, she had a successful enjoyable evening at the ball.

4 Why did Matilda leave the ball in a hurry ? What does it show about her character? **CBSE 2018**

Ans. Matilda left the ball in a hurry because she did not want to be seen with the ordinary wrap that she carried. She believed that the poor looks of her wrap contrasted with the elegance of the other ladies, who were wrapping themselves in rich furs. This shows that she only wanted to keep up the appearance just to flatter her pride without being in touch with the real truth of her life.

5 What excuse did Loisels put up to explain the delay in returning the necklace?

Ans. Loisels had lost the necklace and needed time to find an identical one. Thus, Mme Loisel wrote a letter to Mme Forestier with an excuse that the clasp of the necklace had got broken and she needed time to get it repaired.

6 How did Loisels manage to pay for the necklace?

Ans. To pay for the necklace, M. Loisel had to give away eighteen thousand Francs that his father had left for him and the rest he had to borrow from the usurers. Due to this, they had to spend the rest of their lives in misery and poverty.

7 How did Mme Loisel now know the life of necessity? **CBSE 2016**

Ans. Mme Loisel now knew the life of necessity when the Loisels lived in poverty to pay off the debt they had taken to return the necklace. They sent off their maid and shifted into an an impoverished and poor neighbourhood. Matilda had to cook, clean, wash, mend, bring water and bargain with the butcher as well as the grocer. While her husband worked all day, evening and night to earn as much money as he could.

8 Describe Mme Loisel after ten years.

Ans. Ten years of poverty and hardship stole away Matilda's youth and beauty. She became a strong and hard woman, who was poorly dressed with untidy hair and red ragged hands. Her skirts were awry (uneven) and she spoke in a loud voice. She had become a commoner who had to do all things by herself.

9 Why was Matilda's friend astonished to see her at the end of the story? **CBSE 2012**

or Why did Jeanne not recognise her friend, Matilda?

Ans. Jeanne Forestier, Matilda's friend, could not recognise her at the end of the story as she seemed an old and worn out poor woman. Matilda was no longer her former beautiful and joyous self. She had lost her charm and was living an unfortunate life.

10 Comment on the use of irony in the text.

or How had the sacrifice of Loisels been in vain?

Ans. The irony in the story 'The Necklace' is based on the fact that the Loisels spent their ten years in poverty and hard work to replace the lost diamond necklace which turned out to be fake. Thus, all the hard work and sacrifice of the Loisels went in vain when they got to know that the necklace was a cheap imitation and costed only 500 Francs.

11 Why do you think M Loisel was a loving husband? **CBSE 2019**

Ans. M Loisel was a loving husband as he cared about his wife's emotions. He makes her buy a new dress for the party from the money that he had saved for a gun. He also suggests her to borrow some jewels from her rich friend Madame Forestier. When his wife loses her friend's diamond necklace, he helps her in repaying the debt in all possible manner.

12 Why was Matilda unhappy in her early married life? **CBSE 2020**

Ans. Matilda was a pretty married lady who was always unhappy in her life because she always wished to be wealthy. She always dreamt of living a marvellous life full of luxury. But in reality, she belonged to a family of clerks wherein she did not live a luxuriou life.

Long Answer (LA) Type Questions

[5 Marks each]

1 Mme Loisel's disposition invites her doom. Comment in the context of the text you've read.

or Matilda wanted to live a life above her status. How did this desire of her's led to her sufferings? **CBSE 2019**

Ans. Mme Loisel belonged to a family of clerks but wanted to live a life above her status. They lived on small income, enough for meeting the basic needs but not to fulfil aspirations. She got married to a clerk and was so caught up with her dreams of wealth and pleasure that she was out of touch with the truths of her real life.

In order to keep up appearances and just to flatter her pride, she blowed up four hundred francs on a gorgeous dress. She also went on borrowing a necklace from her friend. All of this was just to impress the wealthy and the rich with her beauty and glamour (even if on loan). No doubt, her pride was flattered and her wish of fine dining and wearing expensive dresses and jewels was satisfied. But it came at a great price.

Unfortunately, the necklace was lost and the couple had to cough up their entire inheritance and borrow as well to replace it. Repayment of the debt ate away the next ten years of their youth. They lived in utter poverty and had to work very hard to repay the loan.

If she had accepted her reality and remained happy with what she had, she would not have suffered so badly. Therefore, one can say that it was her disposition that led her to doom.

2 Mme Forestier proved to be a true friend. Elucidate. **CBSE 2015, 2020**

Ans. Mme Forestier is a true friend of Mme Loisel. She plays a very vital role in the story. As a friend to Matilda, we find her to be really genuine. She helps Matilda in the hour of her need. When Mme Loisel needed to borrow jewels, she turned to Mme Forestier. Mme Forestier does not refuse. Displaying her generosity, she opens up the entire case of her jewels for Matilda to choose from. Also, she was considerate when the Loisels delayed the return of the necklace. At the end of the story, she concludes the entire narrative.

Mme Forestier reveals to Matilda that her necklace was just a fake. She is not at all worried in the light of the fact that she may have to return the necklace. It shows her honesty. She was a true friend who, feels bad for Matilda at her unnecessary suffering.

3 Was Matilda's dream fulfilled at the ball? Why did all men notice and wanted them to be presented to her?

Ans. Yes, Matilda's dream was fulifilled at the ball. Matilda always dreamt of grandeur, luxuries and delicacies in her life. She had prepared for the ball so thoroughly as befitted a grand occasion. She didn't want to present a poverty-stricken image of her, amidst rich ladies and gentlemen.

She made her husband buy a new dress for the party. She borrowed a necklace from Madame Forestier to adorn herself like a graceful and distinguished lady. She proved to be a grand success at the ball and her dream was fulfilled. She was the centre of attraction for all ladies as well as men who were present there.

Matilda danced with enthusiasm. She was intoxicated with pleasure as she loved to be admired and appreciated.

At the party, Matilda was the prettiest of all and that is why all the men noticed her. They couldn't avoid the temptation of noticing her and wanted to be presented to her.

Self Assessment

Extract Based Question

Read the following extract carefully and answer the questions that follow.

1 'No, I am Matilda Loisel'.
Her friend uttered a cry of astonishment, 'Oh! My poor Matilda! How you have changed!'
"Yes, I have had some hard days since I saw you; and some miserable ones - and all because of you ...

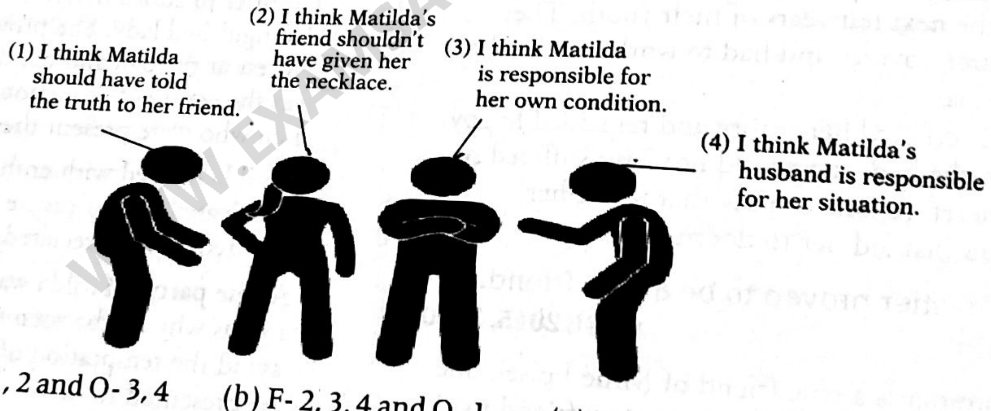
(i) Who does 'her friend' refer to?
(a) The rich lady she met at the party
(b) Madame Jeanne Forestier
(c) Her maid
(d) Her childhood friend named Jeanne

(ii) Why was Matilda's friend shocked?
(a) On seeing Matilda working as a maid
(b) On seeing the change in Matilda
(c) On seeing Matilda's rough looks
(d) All of these

(iii) Why did Matilda say that her friend is responsible for the 'hard days'?
(a) Because they had to take loans to return the necklace to Mme Forestier.
(b) Because her husband lost his job at Mme Forestier's husband's company.
(c) Because her husband was replaced by Mme. Forestier's husband.
(d) Because she made them work without pay.

(iv) Why did Matilda have 'some hard days'?
(a) Because she and her husband had to pay back the loans.
(b) Because her husband has lost his job.
(c) Because she and her husband did menial jobs.
(d) Because Mme Forestier made them work.

(v) Pick the options that correctly classifies Facts (F) and Opinions (O) of the students below.


(1) I think Matilda should have told the truth to her friend.
(2) I think Matilda's friend shouldn't have given her the necklace.
(3) I think Matilda is responsible for her own condition.
(4) I think Matilda's husband is responsible for her situation.

(a) F- 1, 2 and O- 3, 4
(b) F- 2, 3, 4 and O- 1
(c) F- 1, 3 and O- 2, 4
(d) F- 3 and O- 1, 2, 4

Short Answer (SA) Type Questions

2 Describe Matilda's feelings and thoughts as she returned the box of the necklace to her friend.

3 The story has a surprise ending. Discuss.

4 Do you agree Matilda is more sinned against than sinning?

Long Answer (LA) Type Questions

5 What efforts did Matilda and her husband make to look for the best necklace?

6 Matilda's craving for a bubble reputation was the cause of her ruin. Draw a conclusion as to how she could have avoided the misfortune that dawned upon her.

CHAPTER

08

The Hack Driver

by Sinclair Lewis

Chapter Overview

The story 'The Hack Driver' by Sinclair Lewis, is about a man named Oliver Lutkins. He was a cunning man who was a witness in a case, but he ignored all the requests for appearing. A young narrator was given the duty to find this man in New Mullion. There he meets a helpful and cheerful hack (cart) driver. The driver takes him around the village in search of Lutkins but is unable to find him.

Later on the narrator came to know that the hack (cart) driver was Oliver Lutkins himself. The young narrator becomes the laughing stock (joke) of all.

About the Characters

Narrator A young lawyer who is gullible. The hack driver makes a fool out of him.

Oliver Lutkins A dishonest man who tricks others and receives summons from the court. He is a great story teller. He takes up the name of Bill Magnuson (hack driver) to fool the narrator.

Summary

The Narrator's Job

The Narrator was a young lawyer who became a Junior Assistant Clerk in a magnificent law firm. He had graduated with honours in law. He had been assigned the duty to serve summons on witnesses. But he hated his job when he was even beated by some violent people. Consequently, he thought of going back to his home town where he could have been a real lawyer.

The Narrator went to New Mullion

One day, the narrator was sent to a village named New Mullion to serve summons on Oliver Lutkins. Lutkins was a witness in a law case. The narrator was very excited to visit a small and beautiful village but his excitement ended by the dull appearance of the village. The streets were full of mud and there were shabby wooden shops all around.

The only cheerful thing that the narrator found was a delivery man (hack driver) at the station. He was about forty years old with a red face. This man drives a carriage and offered to help him in finding Oliver Lutkins.

The Narrator Met the Hack Driver

The narrator told the hack driver that he wanted to find Oliver Lutkins. The hack driver informed him that he had seen Lutkins about an hour ago. He told that Lutkins was hard to catch. In his opinion, Lutkins was always busy doing one thing or another. The hack driver told the narrator that Lutkins must be playing poker game in the back of Fritz's shop. The driver also told that he knew most of the places where Lutkins might be present.

The Hack Driver Tells about Oliver Lutkins

The narrator found that the nature of the hack driver was very friendly. The narrator bargained the fare money to two dollars per hour and the search for Lutkins began.

As they left to search for Lutkins, the hack driver told the narrator that Lutkins owes money to a lot of people but he never pays them off. He also told that Lutkins owes him fifty cents on a poker game. The narrator was impressed with hack driver's wisdom (intelligence).

Looking for Lutkins

The hack driver introduced himself to the narrator as Bill and told him that his full name was William Magnuson. While going to Fritz's shop, the hack driver informed the lawyer that his name was William Magnuson but people called him Bill. At Fritz's shop, the hack driver asked the lawyer to follow him. He (the hack driver) inquired about Oliver Lutkins and got to know that Lutkins had gone to Gustaff's for a shave.

At Gustaff's, they got to know that Lutkins had spend all his credit and had left the place without getting his shave. So, they went to Gray's where they got to know that Lutkins had gone to the poolroom.

However, by the time both the hack driver and the lawyer reached the poolroom, Lutkins had already left.

The Narrator Enjoys the Driver's Company

It was lunch time so, the narrator offered to take Bill (Hack Driver) to a restaurant. But Bill wanted to go home to his wife for lunch. Bill told the narrator that his wife would pack a lunch for the narrator for half a dollar. So, they had lunch at the Wade's Hills. The narrator was enjoying the company of the hack driver.

The driver told the narrator everything about New Mullion. The driver told him about the people and their habits.

The simplicity and humour of the driver influenced the narrator so much that he even planned to settle down in the town.

The Driver and the Narrator Visit Oliver's Mother

Both the hack driver and the lawyer looked for Lutkins for a long time. Then one of Lutkin's friends suggested that they should look for Oliver at his mother's place. So, they both went to Lutkins' mother's place. One the journey, the hack driver described Lutkins' mother as a nine feet tall and four feet thick quick lady.

When they reached Lutkin's mother's house and enquired there for Luktins, the mother took a hot iron rod and threatened to burn them. The two escaped to save themselves. However, they searched the house, the stable, the barn, but failed to find Lutkins anywhere.

The Narrator Returns to Town

When the narrator returned to town without serving the summons, his chief got very angry with him. They needed Lutkins as an important witness in their case. He decided to send another man who knew Lutkins with the narrator to the village to bring him (Lutkins).

The Narrator Serves Summons on Lutkins

The narrator and his companion went to the village the next day. They found the hack driver at the station laughing and joking with Lutkin's mother. The narrator pointed out the driver to his companion and explained how the driver helped him in trying to find Lutkins.

Surprisingly, his companion told the narrotor that the driver was Lutkins himself. The narrator served summons on Lutkins who along with his mother was making fun of the narrator.

WORD MEANINGS

The given page nos. correspond to the pages in the prescribed textbook.

Word	Meaning
Page 47	
summons	an order to appear before a judge
agreeable sight	pleasant sight
rejoiced	felt or showed great joy or delight
PAGE 48	
cent	a monetary unit in various countries, equal to one-hundredth of a dollar.
PAGE 49	
part with	to give to some one (money, property, control etc.).

Word	Meaning
lingered	to stay somewhere longer than is necessary
swede	a native of Sweden
earnestly	very seriously
scarcely	hardly
PAGE 50	
creek	a narrow area of water that flows into the land from the sea
meadow	a piece of grassland
PAGE 51	
retired	went back

Word	Meaning
seized	got hold of
retreat	an act of moving back or withdrawing
barn	a large farm building used for storing hay/grain etc
swearing	rude or offensive language that someone uses, especially when they are angry
peering	to look carefully or with difficulty
PAGE 52	
loafing	to spend one's time in an aimless, idle way

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Read and Find Out *(Page 47)*

1 Why is the lawyer sent to New Mullion? What does he first think about the place?

Ans. The lawyer was sent to New Mullion to serve summons on Oliver Lutkins, who was needed as a witness in a law case. The lawyer thought that the place must be a beautiful and peaceful country village.

2 Who befriends him? Where does he take him?

Or What does the hack driver do to help the lawyer to look for Oliver Lutkins? **CBSE 2019**

Ans. A hack driver at the station, who called himself Bill Magnuson, befriends the lawyer. Bill told the lawyer that he knew Lutkins and would help in finding him.

Bill took him to all the places where Lutkins was known to be present. He took the lawyer to Fritz's shop, where Lutkins played a lot of poker; to Gustaff's barber shop and then to Gray's barber shop; to the poolroom and several other places before finally taking him to Lutkins' mother's farm. However, Oliver Lutkins was not found any where.

3 What does Bill say about Lutkins?

Ans. Bill told the lawyer that Lutkins was a hard person to find as he was always busy in some activity or the other. He owed money to many people, including Bill himself but he had never paid back anybody. He also tells the lawyer that Lutkins played a lot of poker and was good at deceiving people.

Read and Find Out *(Page 50)*

1 What more does Bill say about Lutkins and his family?

Ans. Bill told the lawyer that he knew Lutkins' mother. He described Lutkins' mother as a terror. He also told him that she was about nine feet tall, four feet thick and was quick as a cat.

2 Does the narrator serve the summons that day?

Ans. No, the narrator did not serve the summons that day.

3 Who is Lutkins?

Ans. The hack driver himself is Lutkins but pretends to be Bill Magnuson. He tricks the lawyer to avoid the summons to be a witness in a case.

Think About It *(Page 53)*

1 When the lawyer reached New Mullion, did 'Bill' know that he was looking for Lutkins? When do you think 'Bill' came up with his plan for fooling the lawyer?

Ans. When the lawyer reached the station, 'Bill' at once got to know that the lawyer was looking for him.

When the lawyer told and confirmed Bill's opinion that he was looking for Oliver Lutkins, he made a plan to fool the lawyer.

2 Lutkins openly takes the lawyer all over the village. How is that no one lets out the secret? (*Hint :* Notice that the hack driver asks the lawyer to keep out of sight behind him when they go into Fritz's). Can you find other such subtle ways in which Lutkins manipulates the tour?

Ans. Lutkins never allows the lawyer to reach the place where the imaginary Lutkins is supposed to be present at a given time. The way he weaves stories about Lutkins' vagabond nature and the way he scares the lawyer about Lutkins' mother are ways of fooling the lawyer devised by the hack driver. Everywhere he does not allow the lawyer to ask about Lutkins but he himself pretends to ask about him, which the villagers are knowing is a pretence. So, the villagers also join in the whole drama. Lutkins it can be said manipulates the tour cleverly. At every place he takes the lawyer, he asks him to either stay outside or stay behind him. With his effective place he is able to prove his honesty and Lutkins dishonesty.

3 Why do you think Lutkins' neighbours were anxious to meet the lawyer?

Ans. Lutkins' neighbours were anxious to meet the lawyer because almost the entire village had enjoyed Lutkins making a fool of the lawyer. Only they (Lutkins' neighbours) had not seen the lawyer but had come to know what had happened. They wanted to see the gullible man whom Lutkins had taken for a ride.

4 **After his first day's experience with the hack driver the lawyer thinks of returning to New Mullion to practise law. Do you think he would have reconsidered this idea after his second visit?**

Ans. No, after knowing how Lutkins had made a fool of him, the lawyer would have reconsidered the idea of returning to New Mullion to practise law. He most probably would have decided to never return to New Mullion again.

5 **Do you think the lawyer was gullible? How could he have avoided being taken for a ride?** **CBSE 2015**

Ans. Yes, the lawyer was gullible (innocent).

He believed every word of what Oliver Lutkins said. He should have asked about Lutkins from other villagers also. instead of depending completely on the hack driver.

Talk About It (Page 53)

1 **Do we come across persons like Lutkins only in fiction or do we encounter them in real life as well? You can give examples from fiction, or narrate an incident that you have read in the newspaper, or an incident from real life.**

Ans. Yes, we often come across people like Lutkins. The newspapers are filled with reports of such kind of people. (Students can further discuss about their knowledge about such people).

2 **Who is a 'con man', or a 'confidence trickster'?**

Ans. A 'con man' or a 'confidence trickster' is a person who makes a fool out of other people. He wins their trust first and then, he gets from them whatever he wants.

NCERT FOLDER

TO VIEW COMPLETE CHAPTER PUBLISHED BY NCERT
Visit http://bit.ly/2ItyCtk OR Scan the Code

Exam Practice

Extract Based Questions

[5 Marks each]

ad the following extracts carefully and answer the questions that follow.

1 After graduating with honours, I became a junior assistant clerk in a magnificent law firm. I was sent, not to prepare legal briefs, but to serve summons, like a cheap private detective. I had to go to dirty and shadowy corners of the city to seek out my victims. Some of the larger and more selfconfident ones even beat me up. I hated this unpleasant work, and the side of city life it revealed to me.

(i) The law firm that the narrator's joined was
(a) splendid (b) philanthropic
(c) reputable (d) contemporary

(ii) 'Like a cheap private detective' is a reference to the fact that the speaker
(a) wasn't drawing as good a salary as a detective.
(b) was upset about working in the private sector.
(c) wasn't trying to be an established detective.
(d) was disappointed with his allotted work.

(iii) Which of the following options was NOT a part of this unpleasant work?
(a) Searching for law-breakers
(b) Serving summons
(c) Getting beaten up
(d) Preparing legal documents

(iv) The shadowy corners of the city conjure up images of places
(a) with many trees to provide shade.
(b) where crime is not uncommon.
(c) which receive absolutely no sunlight.
(d) with tall buildings and their shadows.

(v) Choose the option that is NOT TRUE.
The speaker found this side of the city life unpleasant because it revealed people who had
(a) robbed others of their belongings.
(b) threatened others.
(c) swindled the innocent.
(d) served summons for a case.

Ans. (i) (b) philanthropic.
(ii) (d) was disappointed with his allotted work.
(iii) (d) Preparing legal documents.
(iv) (b) where crime is not uncommon.
(v) (a) robbed others of their belongings.

2 Fritz looked at me, hiding behind Bill. He hesitated and then admitted, "Yes, he was in here a little while ago. Guess he's gone over to Gustaff's to get a shave."

"Well, if he comes in, tell him I'm looking for him." We drove to Gustaff's barber shop. Again, Bill went in first and I lingered at the door. He asked not only the Swede but two customers if they had seen Lutkins. The Swede had not. He said angrily, "I haven't seen him and don't care to. But if you find him you can just collect that dollar thirty-five, he owes me." One of the customers thought he had seen Lutkins walking down Main Street, this side of the hotel.

(i) Fritz's hesitation was on account of wanting to
(a) take a moment to comprehend and fall in with the prank.
(b) understand what was being asked and answer accordingly.
(c) pretend ignorance at the question asked to waste time.
(d) confirm that it was him being addressed, before replying.

(ii) The narrator lingered at the door while Bill went in first and made enquiries.
Pick up the option that does not correctly use the word 'linger' in the sentence.
(a) It's best if you can linger in the lobby while I get my luggage.
(b) I blurted out the final question that had been lingering in my mind.
(c) If a customer lingers over a product, the cameras zoom in to record facial expressions.
(d) Mom reminded us that household business cannot be lingered hastily.

(iii) The narrator hovered near the door because he
(a) wanted to eavesdrop on the conversation.
(b) didn't trust Bill to enquire sternly.
(c) had been asked to remain there by Bill.
(d) found the interior too stuffy.

(iv) One person mentioned that he had seen Lutkins walking down Main Street.
This was an example of
(a) being taken to the cleaners.
(b) sending someone on a wild goose chase.

(c) stretching the truth.
(d) making scales fall off someone's eyes.

(v) The extract is an example of writing in the style of a/n
(a) personal narrative (b) biography
(c) historical fiction (d) research article

Ans. (i) (a) take a moment to comprehend and fall in with the prank.
(ii) (d) Mom reminded us that household business cannot be lingered hastily.
(iii) (d) found the interior too stuffy.
(iv) (b) sending someone on a wild goose chase.
(v) (a) personal narrative.

3 I pictured an honest and happy life beyond the strict limits of universities and law firms. I was excited. I had found a treasure. I had discovered a new way of life. But if I did not think much about Lutkins, the office did. I found them all upset.

(i) 'I' in the extract refers to
(a) Bill (b) The narrator's boss
(c) The narrator (d) Gustaff

(ii) When did 'I' had these thoughts?
(a) While 'I' was going to the university.
(b) While 'I' was leaving for New Mullion.
(c) While 'I' was searching for Bill.
(d) While 'I' was returning to the city from New Mullion.

(iii) Why were all of them upset?
(a) Because 'I' came late to office.
(b) Because 'I' could not find Oliver Lutkins.
(c) Because 'I' was a slow worker.
(d) Because 'I' served summons to the wrong person.

(iv) Which word is the synonym of 'excited' as used in the extract?
(a) Dreams
(b) Thrilled
(c) Bored
(d) Extended

(v) When was Bill supposed to appear in the court?
(a) The next day
(b) Day after tomorrow
(c) After 3 days
(d) After a week

Ans. (i) (c) The narrator
(ii) (d) While 'I' was returning to the city from New Mullion.
(iii) (b) Because 'I' could not find Oliver Lutkins
(iv) (b) Thrilled
(v) (a) The next day

4 "How about something to eat?" I suggested. "Let's go to a restaurant and I'll buy you lunch."

"Well, I ought to go home to wife. I don't care much for these restaurants-only four of them and they're all bad."

(i) Who spoke the first line in the extract?
(a) Gustaff
(b) Bill
(c) The narrator
(d) The narrator's boss

(ii) What did Bill suggest to the narrator?
(a) They would not have lunch.
(b) They would have lunch at a friend's place.
(c) They would have lunch at a hotel.
(d) His wife would pack lunch for them.

(iii) 'Ought to' in the extract is used to convey
(a) necessity
(b) ability
(c) obligation
(d) possibility

(iv) How much would Bill's info charge for the lunch?
(a) Not more than half a dollar.
(b) Not more than half a pound.
(c) Exactly half a dollar.
(d) Exactly half a pound.

(v) Bill and the narrator had their lunch at ......
(a) Gustaff's shop
(b) Bill's house
(c) Wade's hill
(d) Jadis hill

Ans. (i) (c) The narrator
(ii) (d) His wife would pack lunch for them.
(iii) (c) obligation
(iv) (a) Not more than half a dollar.
(v) (c) Wade's hill

Short Answer (SA) Type Questions

[2/3 Marks each]

1 Why did the narrator call his work unpleasant?

or Why did the lawyer hate his work?

Ans. The narrator called his work unpleasant and hated his work because unlike his expectation of practising law, he was sent to serve summons. He had to go to all sorts of dirty and dangerous places. At times, he was also beaten by those people to whom he had to serve summons.

2 Describe the hack driver's appearance in your own words.

Ans. The hack driver looked to be about forty years old. His face was red. He wore dirty and worn out clothes but he was cheerful. His simplicity and humour could influence anyone.

3 'But he was no more dishonest than I'. Explain.

Ans. The lawyer says the following words because the hack driver was charging him a large amount to search for Lutkins. However, just like the hack driver, he was also going to charge the firm for the expenses of visiting New Mullion. Therefore, both of them were equally dishonest.

4 What did the hack driver tell the narrator about Lutkins' mother? **CBSE 2014**

Ans. The hack driver told the narrator that Lutkins' mother was a real terror. He described that she was nine feet tall and four feet thick. He also said that she was quick as a cat and he suggested him to keep himself away and safe from her.

5 The narrator was happy though he had not found Lutkins. Why?

or On his way back home, the narrator did not worry about his failure to find Lutkins. What was the reason behind his carefree attitude?

or Why did the young lawyer wish to return to New Mullion? **CBSE 2019**

Ans. Even though the lawyer had not found Lutkins, he was happy with the wisdom of the hack driver. Unhappy with his city life, he was elated in the ride he took through New Mullion. He was overjoyed with the presence of the hack driver, so much so that he even planned to settle down in the village. This was the reason behind his carefree attitude and he wished to return to New Mullion.

6 What impressed the narrator most about Bill? Mention any two things.

Ans. The first quality that impressed the narrator was that Bill was a cheerful, friendly and helpful man. Secondly, he was impressed by Bill's simple and philosophical wisdom as he had helped the narrator to find Lutkins.

7 Why did Lutkins pretend to be Bill Magnuson? **CBSE 2015**

Ans. Lutkins pretended to be Bill Magnuson as he did not want to accept the summons and be a witness in the case. So, he pretended to help the lawyer in finding Lutkins and wandered everywhere.

Long Answer (LA) Type Questions

[5 Marks each]

1 In life, people who easily trust others are sometimes made to look foolish. One should not be too trusting. Describe how Oliver Lutkins made a fool of the young lawyer. **CBSE 2018**

Ans. It is true that in life people who easily trust others are easily made to look foolish. One must remember that not everyone is honest and thus one should not trust everyone blindly.

In the story, 'the Hack Driver', Oliver Lutkins using this characteristic of the lawyer makes him a fool, throughout his first visit to the village.

First, he introduced himself as Bill at the railway station and assured the lawyer that they would together search for Lutkins. He told the lawyer that he knew most of the places where Lutkins used to hang out.

In succession, he took the narrator to Fritz, then to the barber's shop, then to Gray's shop and finally to Lutkins' mother, whom he called a 'terror'. He deceived the lawyer throughout and also made money by taking the lawyer around.

Thus, because of Lutkins' desire to not be a witness to a case, he made a plan to fool the gullible lawyer and broke his trust.

2 **Do you think Lutkins was right in befooling the lawyer and earning money by using unfair means? What precautions should one take to avoid a situation like the one in which the lawyer was placed?** **CBSE 2014**

Ans. Lutkins was not right in befooling the lawyer and earning money by using unfair means. This shows that Lutkins did not care for the law at all. If we are in the lawyer's place, we should not believe in things as they are seen.

We should judge every action taken by the other person carefully before accepting it. Instead of depending on others, we should carry out our enquiries ourselves. The lawyer was befooled because he let Lutkins do the finding and questioning and did not do anything himself. This resulted in his failure to serve the summons on Lutkins.

If we do our duty without being personal and judge everything very carefully, we can get better results.

As the lawyer did not ask anyone about Lutkins and allowed the hack driver to do the same, he became a victim of Lutkins' tricks. As a result, he made his seniors angry who accused him as an irresponsible person. In the same way, we can be treated by our seniors if we are not able to fulfill our duty efficiently.

3 Write a character sketch of the hack driver. **CBSE 2020**

Ans. The hack driver, named Bill was a red-faced, fourty years old man with a cheerful and a pleasant personality. The narrator met the hack driver when he had come to New Mullion to serve summons on Oliver Lutkins. Initially, the narrator found Bill to be a friendly, wise and an agreeable fellow. When the narrator informed Bill about his visit, Bill readily accepted to help him and took him to all the places where Lutkins could be found.

However, later the narrator get to know that Bill was a clever fellow. Bill had all the arts with him to win the confidence of gullible (innocent) people like the lawyers and fool them. Bill himself was Oliver Lutkins and as soon as he got to know about the lawyer's visit, he devised a plan. He pretended to help the lawyers.

All of this show that Bill was a great schemer. He cleverly fooled the lawyer into believing that he was trying to help. But in reality, he never allowed the lawyer to come directly in touch with the people. Therefore, Bill perfectly played a double role and outwitted the narrator.

4 What did the hack driver tell the narrator about Lutkins' mother? How did she treat the narrator? **CBSE 2020**

Ans. While going to Lutkins' mothers house, the hack driver informed the narrator that Lutkins' mother was a terror. He told him that she was about nine feet tall and four feet thick lady who was as quick as a cat. He also told him that once he had taken a trunk for her at her farmhouse and she had almost taken his skin off. All this information frightened the narrator but he still went to look for Lutkins at his mother's place.

When they reached Lutkins mother's house, they were faced with an enormous and cheerful old woman. Bill went to her and informed her about their visit. Lutkins' mother bluntly told them that shee did not know anything about Lutkins.

When Bill pressed for searching the house as it was their legal right, she went inside and came out with a hot iron rod to attack them. Consequently, both of them ran away from the location.

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Self Assessment

Extract Based Question

Read the following extract carefully and answer the questions that follow.

1 He never pays anybody a cent. He still owes me fifty cents on a poker game, I was fool enough to play with him. He's not really bad, but it's hard to make him part with his money.

(i) 'He' in the extract refers to
(a) Bill Magnuson (b) Oliver Lutkins
(c) Gustaff (d) Fritz

(ii) 'Part with his money' in the extract means
(a) to lose money (b) to give money
(c) to exchange money (d) to steal money

(iii) The first place that 'he' took the narrator to was
(a) Gustaff's barber shop (b) Fritz's shop
(c) his house (d) Wade's hill

(iv) How did the narrator feel on meeting 'he'?
(a) Stressed (b) Angry
(c) Relaxed (d) Suspicious

(v) What all places did 'he' take the narrator to while rearching for Oilver Lutkins?
(a) Fritz's shop (b) Gustaff's barber shop
(c) Gray's barber shop (d) All of these

Short Answer (SA) Type Questions

2 What did the narrator think about the hack driver at the end of the first day?

3 Why did Lutkins' mother behave badly with the lawyer?

4 How did the narrator's promising legal career almost come to an end?

Long Answer (LA) Type Question

5 A person may appear humble but in actual he may not be so. Explain this in context of story 'The Hack Driver'.

CHAPTER

09

Bholi

by KA Abba

Chapter Overview

'Bholi' is the story of Sulekha who not only symbolises simplicity but innocence too. She is a young girl neglected by all due to her unattractive physical appearance. Education inspires courage and confidence in her. It gives her the strength to raise her voice and fight for her rights. She stood up for her honour and self-respect in the end and rebelled against the evil practice of dowry system.

About the Characters

Bholi Her real name is Sulekha and she is Numberdar (Numberdar-a person in village of high status) Ramlal's youngest daughter. School education changes her outlook towards life.

Ramlal (Bholi's father) He is a prosperous father of seven children who has a narrow mindset. For him, daughters are born for marriage only.

Bholi's mother She is a typical conservative mother. She does not take proper care of Bholi.

Bholi's school teacher She educates Bholi and encourages her.

Bishamber Bholi's prospective husband who is a greedy man and a dowry-seeker.

Summary

Bholi as a Child

Bholi's real name was Sulekha but from her childhood everyone called her Bholi. She was the fourth daughter out of the seven children of Ramlal, Numberdar of the village. When Bholi was 10 months old she had fallen off the cot which had damaged some part of her brain. Since then she remained a backward child.

Further, when she was two years old, she suffered from an attack of small pox an her entire body was disfigured by deep black pock-marks. She learned to speak at the age of five and stammered while speaking. So, everyone made fun of her.

Bholi's Family

Bholi's father was a rich farmer who sent his sons to the city for studies. The eld daughter, Radha was already married whereas Mangla and Champa were good looking and healthy girls. Ramlal was only worried about Bholi as she was neithe beautiful nor intelligent.

Bholi Goes to School

Bholi was seven years old when a primary school opened in their village. The Tehsildar who had come to inaugurate the school advised Ramlal to send his daughter to school to set an example for others. Ramlal could not say no to him. His wife objected that no one would marry the girls if they went to school. But then she felt that Bholi was ugly and it would be difficult to get her married. So, they decided to sent only Bholi to school.

Bholi Prepares for School

Next day, Bholi was dressed to go to school. Bholi was given new clothes for the school. Earlier she used to wear old clothes of her sisters. She was given a bath a oil was rubbed into her dry hair.

Bholi was filled with fear when her father went back to village after handling Bholi to the headmistress. Her headmistress asked her to sit in a corner in one of the classrooms. She was glad to see girls of her own age at school.

Bholi's First Day at School

The lady teacher in the class said something to other girls but Bholi could not understand anything. She was attracted to the colourful pictures on the wall. She was much impressed by the realistic pictures of birds and animals. The teacher asked her name. Bholi stammered and then started crying.

After the other children left, the teacher came back to her. She called her lovingly and encouraged her to tell her name. This time Bholi tried to speak her name and was successful. The teacher told Bholi to come to school everyday. Bholi felt as if a new life was beginning for her.

The Teacher Gives her a Book

The teacher gave a book to Bholi which had pictures of dog, cat, goat, etc. The teacher told her that she would be able to read like everyone else in a month and then no one would laugh at her. Bholi way happy as the teacher encouraged Bholi and gave her a hope of a new life.

Progress of Village

Many years passed, the village progressed and converted into a small town. The primary school became a high school. There were now a cinema under a tin shed and a cotton ginning mill. The mail train began to stop at their railway station.

Bholi's Marriage Proposal

One night after dinner Ramlal and his wife were talking about a marriage proposal for Bholi. Bishamber was forty five or fifty years old widower. He had grown up children from his first wife. Bishamber was rich and had not demanded any dowry. Ramlal was not very happy from this proposal but his wife believed that it was the best marriage proposal for Bholi. She told Ramlal that since Bishamber was from another village, he didn't know about Bholi's pockmarks and lack of sense. So, Bholi's marriage was fixed.

Arrival of Bridegroom

On the wedding day, Bishamber came as a bridegroom with his friends and relatives. Bholi came out in red silken bridal dress.

A woman slipped Bholi's veil. Bishamber had a look at her face. He confirmed with his friend if Bholi had pockmarks on her face. Bishamber's friend replied that it did not matter since Bishamber was not very young.

A Hurdle in the Wedding

When the wedding was about to take place, Bishamber Nath asked for five thousand rupees to marry Bholi as she had pock-marks on her face. He also threatened to walk away from the ceremony. Ramlal was afraid of the humiliation and so, with tears in his eyes, he handed the dowry money to Bishamber.

Bholi Refuses to Marry

Bishamber proceeded towards Bholi with a garland but Bholi threw the garland away. She asked her father to take back the money and refused to marry Bishamber.

The people around started talking and Ramlal asked Bholi to take care of his respect. Bholi, however refused to marry such a greedy man. An old woman now called her shameless which angered Bholi. The angry Bholi replied that now she is not a dumb or a stammering fool.

The Courageous Bholi

When Bisamber and everyone went away, Ramlal asked Bholi what she would do with her future. Bholi told him that she would not marry and take care of her parents in their old age. She also told them that she would teach at the school just like her teacher.

Sulekha's teacher who was watching all this drama approved Bholi's decision. She smiled at her with satisfaction just like an artist who is satisfied after completing her masterpiece.

WORD MEANINGS

The given page nos. correspond to the pages in the prescribed textbook.

Word	Meaning
PAGE 54	
pock-marks	marks on the skin left by the small-pox disease
mimicked	copy the behaviour or speech of other people in order to make fun of them
stammered	to speak with many pauses or repetitions because of having a speech problem
disfigured	spoiled or damaged
PAGE 55	
revenue	the income that a government receives regularly, or an amount representing such income
PAGE 56	
matted (of hair)	tangled into a thick mass
squatted	sat on their heeds
PAGE 57	
scurried	to move quickly with short steps
soothing	having a gently calming effect
PAGE 58	
blossomed (of a tree or plant)	to produce flowers
heart was throbbing	heart was beating much harder and faster than usual due to excitement
PAGE 59	
witless	very foolish or stupid
grocer	one who sells food and household goods
prompted	to cause (someone) to do something
poised	not moving but ready to move
humiliate	to make someone feel very ashamed or foolish
muttered	to speak quietly so that it is difficult for other people to hear what you say.
PAGE 60	
triumphant	victorious
prospective	likely to be or become something specified in the future
like a streak of lightening	very quickly
contempt	a strong feeling of disregard for someone
PAGE 61	
thunderstruck	extremely surprised or shocked
contemplating	thinking deeply or carefully about something

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

Read and Find Out *(Page 54)*

1 Why is Bholi's father worried about her?

Ans. Bholi's father, Ramlal was worried for Bholi because she was an ugly and dumb girl. She had pockmarks on her face and stammered while speaking which might become a hurdle in her marriage.

2 For what unusual reason is Bholi sent to school?

Ans. Bholi was sent to school because when the primary school opened in their village the Tehsildar advised her father to send his daughter to the school as an example for the villagers. After talking with his wife, it was decided that if the ugly Bholi went to school, it would not harm their other daughter's marriage prospects.

(Page 55)

1 Does Bholi enjoy her first day at school?

Ans. Initially, Bholi was scared to go to school. She cried and sat in the corner of her classroom. However, she was fascinated by the colourful pictures on the walls which were very realistic.

Therefore, Bholi was not completely afraid in the school but did enjoy some part of it because of the kind teacher and the new life that it would bring.

2 Does she find her teacher to be different from the people at home?

Ans. Yes, Bholi found her teacher to be different from the people at home. At home, she was neglected and no one paid attention to her. She never bathed nor were her clothes washed. She was criticised and everyone made fun of her. Her teacher was entirely different. She was kind, soft and affectionate. She encouraged her and filled her with a hope of new life.

(Page 58)

1 Why do Bholi's parents accept Bishamber's marriage proposal?

Ans. Bholi's parents accepted Bishamber's marriage proposal as he was a prosperous grocer and had not asked for any dowry.

2 Why does the marriage not take place?

or Why did Bholi not marry Bishamber? CBSE 2020

Ans. At the time of the marriage, Bishamber asked for a dowry of five thousand rupees because he saw Bholi's pock-marked face. Ramlal had no choice but to pay. However, Bholi refused to marry the greedy man. Thus, the marriage could not take place.

Think About It (Page 62)

1 Bholi had many apprehensions about going to school. What made her feel that she was going to a better place than her home?

Ans. Bholi had many apprehensions about going to school because the day she was going to school she was forced by her parents to dress nicely. She was bathed and her hair were oiled. She was even given a clean dress to wear. The special way in which everyone treated has made her feel that she was going to a better place.

2 How did Bholi's teacher play an important role in changing the course of her life?

Ans. Bholi used to stammer and was afraid to speak when she attended school in the beginning. Her teacher treated her kindly and encouraged her to have confidence. She taught Bholi to read and write and made her an independent girl who was aware of her rights. It was because of her teacher's guidance that Bholi developed her personality. Thus, with her kindness, love and affection she changed Bholi's life.

3 Why did Bholi at first agree to an unequal match? Why did she later reject the marriage? What does this tell about her?

Ans. Bholi agreed to the unequal match at first to fulfil her parents' wishes. Later on, she rejected the marriage when the bridegroom asked for dowry. This tells us that Bholi was not a timid and dumb girl. She was aware of her rights. She also knew how to fight for her own dignity and feared no one.

4 Bholi's real name is Sulekha. We are told this right at the beginning. But only in the last but one paragraph of the story is Bholi called Sulekha again. Why do you think she is called Sulekha at that point in the story?

Ans. The word 'Bholi' means a simpleton. Throughout the story she had been a simpleton who hardly expressed her opinion on any matter. The word Sulekha means 'a person with a beautiful sense of letters'. In this story, this word has a larger meaning of being a literate, intelligent and mature individual. After her education, Bholi has really changed to Sulekha and her assertion at the time of her marriage is her announcement to the world that she is no more a Bholi, but is a Sulekha.

Talk About It (Page 62)

1 Bholi's teacher helped her overcome social barriers by encouraging and motivating her. How do you think you can contribute towards changing the social attitudes illustrated in this story ?

Ans. We can contribute by saying no to taking or giving dowry. We must not discriminate between a boy and a girl. Both should be given equal rights and opportunities to grow. We must also learn to respect those who are differently abled and treat them equally.

2 Should girls be aware of their rights and assert them? Should girls and boys have the same rights, duties and privileges? What are some of the ways in which society treats them differently? When we speak of 'Human rights', do we differentiate between girl's rights and boy's rights?

Ans. Yes, girls should be aware of their rights and duties and both the girls and boys should have the same rights, duties and privileges. But there is a differentiation between girl's and boy's rights.

Although equal in the eyes of law, society treats them differently. Parents spend more on a boy's education than that of a girl. A girl is just trained to be a wife and mother.

Boys have special privileges in matters of food, career or freedom. Girls must be aware of their rights to exercise them. They must utilise their education to preserve their self-reliance and dignity. They must be ready to demand their due and even fight for it.

3 Do you think the characters in the story were speaking to each other in English? If not, in which language were they speaking? (You can get clues from the names of the persons and the non-English words used in the story.)

Ans. No, we do not think so that the characters in the story were speaking to each other in English. They spoke in Hindi. Several words like '*numberdar*, '*tehsildar sahib*', 'izzat' and 'pitaji' are words of Hindi. Even the names of characters like 'Ramlal' and 'Bholi' are in Hindi.

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Exam Practice

Extract Based Questions

[5 Marks each]

Read the following extracts carefully and answer the questions that follow.

1 "Ramlal stood rooted to the ground, his head bowed low with the weight of grief and shame.

The flames of the sacred fire slowly died down. Everyone was gone. Ramlal turned to Bholi and said, "But what about you, no one will ever marry you now. What shall we do with you?"

And Sulekha said in a voice that was calm and steady. "Don't you worry, Pitaji! In your old age I will serve you and mother and I will teach in the same school where I learnt so much. Isn't that right, Ma'am?"

The teacher had all along stood in a corner, watching the drama. "Yes, Bholi, of course," she replied. And in her smiling eyes was the light of a deep satisfaction that an artist feels when contemplating the completion of her masterpiece."

(i) Ramlal stood rooted to the ground because he
- (a) was moved by what he heard.
- (b) was influenced by Bholi's words.
- (c) was in a state of shock.
- (d) was in an immovable position.

(ii) Bholi had refused to get married as
- (a) her father couldn't afford the dowry that was demanded.
- (b) the bridegroom had been greedy and was disrespectful.
- (c) the bridegroom had insulted her father.
- (d) her father was getting her married to a man older to her.

(iii) Pick the sentence that brings out the meaning of 'contemplating' as used in the extract.
- (a) Contemplating sharing my belongings with someone is definitely tough.
- (b) She took some time to respond as she was contemplating what to say.
- (c) I was contemplating my reflection in the mirror and was speechless.
- (d) She was contemplating through the pages of the document that was with her.

(iv) Why did the teacher stand in one corner watching the drama?
- (a) She was elated to see what was happening.
- (b) She wanted to see what Bholi would be doing.
- (c) She didn't want to interfere in a family matter.
- (d) She had faith in Bholi standing up for herself.

(v) Pick the option that includes the correct matches of Column A with Column B.

	Column A		Column B
I	Bholi	(i)	Independent and confident
II	Ramlal	(ii)	Burden less and free
III	Teacher	(iii)	Sense of contentment and accomplishment
		(iv)	Embarrassed and anxious

(a) I-ii; II-iv; III-iii (b) I-i; II-iv; III-iii
(c) I-iii; II-ii; III-i (d) I-iii; II-iii; III-iv

Ans. (i) (c) was in a state of shock.

(ii) (b) the bridegroom had been greedy and was disrespectful.

(iii) (c) I was contemplating my reflection in the mirror and was speechless.

(iv) (d) She had faith in Bholi standing up for herself.

(v) (b) I-i; II-iv; III-iii

2 "What's the matter with you, you fool? Shouted Ramlal. "I am only taking you to school."

Then he told his wife, "Let her wear some decent clothes today or else what will the teachers and the other schoolgirls think of us when they see her?

New clothes had never been made for Bholi. The old dresses of her sisters were passed on to her. No one cared to mend or wash her clothes. But today she was lucky to receive a clean dress which had shrunk after many washings and no longer fitted Champa. She was even bathed and oil was rubbed into her dry and matted hair. Only then did she believe that she was being taken to a place better than her home! When they reached the school, the children were already in their classrooms."

(i) Why did Ramlal call Bholi a fool?
This was because
(a) Bholi had become hysterical and was screaming.
(b) Bholi shouted in fear and pulled her hand away.
(c) Bholi was behaving foolishly and was running away.
(d) Bholi had been behaving very strangely with her father.

(ii) Pick the sentence that brings out the meaning of 'decent' as used in the extract.
(a) He gets a decent amount of salary.
(b) One must be decent when having a conversation with strangers.
(c) She was dressed in a decent manner for the interview.
(d) It was very decent of him to lend me some money.

(iii) Pick the option that best describes how Bholi felt at the end of her first day in school.
(a) lost and scared
(b) calm and peaceful
(c) elated and peaceful
(d) hopeful and elated

(iv) Why was Bholi's hair matted?
(a) It was entangled and oiled.
(b) It was never oiled or combed.
(c) It was not combed regularly.
(d) It was unkempt and oiled.

(v) What fear did Bholi have when she was told about being taken to school?
(a) She thought she was going to be neglected by her parents.
(b) She thought her parents were going to get rid of her.
(c) She felt that she would be thrown out of the house and sold.
(d) She thought her parents were thinking of ways to throw her out.

Ans. (i) (b) Bholi shouted in fear and pulled her hand away.
(ii) (c) She was dressed in a decent manner for the interview.
(iii) (d) hopeful and elated
(iv) (b) It was never oiled or combed.
(v) (c) She felt that she would be thrown out of the house and sold.

3 **They were good-looking, healthy girls and it was not difficult to find bridegrooms for them. But Ramlal was worried about Bholi.**

(i) 'They' in the extract refers to
(a) Bholi and Champa
(b) Radha, Mangla and Champa
(c) Mangla and Champa
(d) Radha and Mangla

(ii) Radha had
(a) already been married
(b) gone to school
(c) worked as a teacher
(d) brought up Bholi

(iii) Ramlal worked as a/an
(a) District collector
(b) Office assistant
(c) Numberdar
(d) Tehsildar

(iv) Bholi was neither ...... nor ......
(a) bad-looking, dull
(b) good-looking, intelligent
(c) good-looking, dumb
(d) fat, thin

(v) How old was Bholi when Mangla wa married?
(a) Six
(b) Seven
(c) Eight
(d) Two

Ans. (i) (b) Radha, Mangla and Champa
(ii) (a) already been married
(iii) (c) Numberdar
(iv) (b) good-looking, intelligent
(v) (b) Seven

4 **He came with a big party of relations with him for the wedding. A brass-band playing a popular tune from an Indian film headed the procession, with the bridegroom riding a decorated horse. Ramlal was overjoyed to see such pomp and splendor. He had never dreamt that his.**

(i) Who is 'he' in the first line of the extract?
(a) Ramlal
(b) Ramlal's friend
(c) Bholi's brother
(d) Bholi's bridegroom

(ii) Which word is the opposite of 'popular'?
(a) Well-known
(b) Famous
(c) Unpopular
(d) Tricky

(iii) What had Ramlal never dreamt?
(a) That his third daughter would have such a grand wedding.
(b) That his fourth daughter would have such a grand wedding.
(c) That his fourth daughter would have such a dull wedding.
(d) That he would be promoted to the rank of a Tehsildar.

(iv) Who all were envious of Bholi's luck?
(a) Her brothers
(b) Her sisters
(c) Her siblings
(d) Her parents

(v) .... was the name of Bholi's bridegroom.
(a) Bishamber Dass
(b) Bishamber Singh
(c) Rameshwar Nath
(d) Bishamber Nath

Ans. (i) (d) Bholi's bridegroom
(ii) (c) Unpopular
(iii) (b) That his fourth daughter would have such a grand wedding.
(iv) (b) Her sisters
(v) (d) Bishamber Nath

Short Answer (SA) Type Questions

[2/3 Marks each]

1 Why is Sulekha called 'Bholi'?

Ans. Sulekha is called 'Bholi' because she is a simpleton who had suffered some brain damage after falling off a cot when she was ten months old. As a result, she is slow in learning things and also stammered while speaking.

2 What happened to Bholi when she was two years old ?

Ans. Bholi suffered from small pox at the age of two years. Her face and body became full of deep, black pock-marks. She was still fortunate as her eyes had remained untouched and were fine.

3 How did Bholi react when the teacher asked her name?

Ans. Bholi stammered while she spoke and could not tell her name completely when the teacher asked her name. She broke into tears and sat in the corner of the classsroom with her head down.

4 Bholi was fascinated by the walls of the classroom. Why?

Ans. The walls of the classroom had bright and colourful pictures of a horse, a goat, a parrot and a cow. They all looked familiar to Bholi and were like the ones in the village. That is why she was fascinated to see those pictures.

5 What filled Bholi', a dumb cow, with a new hope in her? **CBSE 2015**

Ans. Bholi's first day of school brought a hope of a new life. She had found a loving and kind teacher. The teacher encouraged her and gave her a book. She made Bholi feel confident about herself and filled her with courage and hope for a new life.

6 In what way did the village change over time?

Ans. The village changed into a small town over a period of time. The primary school had become a high school. The village had a cinema and a cotton ginning mill. The mail train also stopped at the village railway station.

7 What objections does Ramlal have to Bishamber's proposal?

Ans. Ramlal was not very happy with Bishamber's proposal. He did not like the fact that Bishamber was of his age. He had a limp (lameness, difficulty in walking) and his children from his first wife were quite grown up. It was not a very satisfactory proposition. But he could not do anything for her as Bholi was not beautiful like his other daughters.

8 Why do Bholi's parents accept Bishamber's marriage proposal? **CBSE 2015**

Ans. Bholi's parents accepted Bishamber's marriage proposal because they were happy that Bishamber was well off and had not asked for dowry. They also realised that because of Bholi's looks, Bishamber would be the perfect match for her.

9 Why were Bholi' sisters envious of her luck?

Ans. Bishamber Nath was quite prosperous. The procession for Bholi's marriage had a brass-band and the groom rode on a decorated horse. Such pomp and show impressed everyone. All this made her sisters envious of her.

10 Why did Bishamber's marriage with Bholi not take place? **CBSE 2013**

Ans. Bishamber's marriage with Bholi did not take place because he had demanded a dowry of five thousand rupees from her father for the marriage. So, Bholi refused to marry him and called him a greedy coward.

11 Why was Ramlal thunderstruck?

Ans. Ramlal had always taken his daughter to be dumb. He was thunderstruck when she loudly asked him to take back the money and declared that she was not going to marry Bishamber because of his greed.

12 The last line of the text talks about an artist and the masterpiece. Elaborate.

Ans. The 'artist' is the teacher and the 'masterpiece' is Bholi. It was Bholi's teacher who had turned Bholi into a strong and independent girl who was aware of her place in society. As an artist can make a masterpiece if he finds the perfect material, the teacher also transformed a simpleton (Bholi) into an educated and enlightened woman.

13 What kind of mother was Ramlal's wife? **CBSE 2014**

Ans. Ramlal's wife (Bholi's mother) was a traditional housewife who believed that daughters should not be educated as it would be difficult to find grooms for them. She neglected Bholi as she was ugly and dumb and wanted to get rid of her by marrying her off to anyone.

Long Answer (LA) Type Questions

[5 Marks each]

1 'Dowry is negation of the girl's dignity'. Discuss with reference to the story 'Bholi.'

Ans. Dowry negates the girl's dignity and self-respect. A girl is an individual in her own right. Equal opportunities in life can help her become independent and strong. She is not a burden to be given away with money as compensation. The story 'Bholi' shows this in a dramatic manner.

Bholi is thought to be ugly and dumb by her parents. So, they are willing to pay dowry to an old man with a limp, so that he marries her. Bholi, on the other hand, refuses to marry that man. She is educated, assertive and capable of taking care of herself.

She dedicates her life to the service of her parents and teaching at school. So, in the same manner, a girl should rebel when the situation is not praiseworthy or causes trouble to the society as well as other girls. Nowadays, girls are empowering their thoughts and freedom of speech because of education. They are demanding equal rights in the society. A social evil like dowry is not acceptable at any cost as it affects the dignity of a girl. Girls have all the right to say 'no' to the person who demands it and even have a right to involve law in such cases.

2 Bholi chose a dignified life of service rather than surrendering herself to a greedy old man for the rest of her life. Education provides the required stimulus to overcome one's personal barriers. Explain the role of education in shaping the life of a child with respect to the lesson 'Bholi'. **CBSE 2012**

or School education turned Bholi from a dumb cow into a bold girl. How did she save her father from a huge expense and become his support in his old age? **CBSE 2017**

or It was education which made Bholi bold enough to say 'No' to Bishamber, when he demanded five thousand rupees as dowry. Comment. **CBSE 2019**

or How did education change Bholi's personality? **CBSE 2020**

Ans. Today, education is one of the fundamental rights of everyone. It provides the required stimulus to overcome any barriers put down by society. It aids growth and development and also fills one with confidence and courage.

In the story 'Bholi', school and education completely transform Bholi. Initially, she was timid and fearful, as she was ugly and used to stammer while speaking. She was afraid to speak to others. She gains a hope of a new life with education. She studies and grows into a courageous as well as a confident woman. She gets aware of her rights and learns to assert them. It was education which made Bholi bold enough to say 'no' to Bishamber, when he demanded five thousand rupees as dowry. She not only saves her father from a huge expense but also becomes capable to support her parents in their old age.

Bholi is a representative of every other girl who stands for her rights and knows what is right or wrong for her. Education changes her life and she through her education holds the power to change the society and nation.

3 "Put the fear out of your heart and you will be able to speak like anyone else." These words of encouragement from the teacher highlight that change of social attitude and encouragement can help a child like Bholi to become confident and face the world bravely. Taking help from the lesson 'Bholi' write how the social attitude towards Bholi made her an introvert. What should be done to help such children to face the world bravely? **CBSE 2015**

or Bholi is a child different from others. This difference makes her an object of neglect and laughter. Elaborate. **CBSE 2019**

Ans. Bholi suffered from a weak mind due to her accident (falling from the cot) when she was ten months old. She also started to a stammer while speaking. Then, she became ugly due to the pock-marks on her face and body on contracting the smallpox disease. All these made her family and other children treat her badly, resulting in her becoming an introvert.

To help such children face the world bravely, we must treat them with love and affection and encourage them to join the mainstream society. We must not mock their disabilities, instead we should give them hope that they can be as good as the other children by motivating and uplifting them.

As we know that every child is special, proper guidance and support should be given to boost up their morals and encourge them to do good in their lives. There are a lot of children like Bholi in our society who need utmost care and affection. We must help them to improve their lives to excel in their future.

4 What do you know about Bishamber Nath? Why did Bholi refuse to marry him? **CBSE 2020**

Ans. Bishamber Nath was a well-to-do prosperous grocer who was of the same age as Bholi's father. He was a widower who had a shop and a house of his own along with a big bank balance. With grown up children from his first wife, Bishamber decided to get married again and agreed to the proposal of marrying Bholi.

On the day of the marriage, Bishamber came to the venue with his friends and family. He entered the venue with much pomp and show. At the time of the ceremony, Bholi entered the venue and her veil was slipped. Initially, Bishamber had not asked for any dowry but after looking at Bholi's pock-marked face, he asked Bholi's father to give ₹ 5000 as dowry. Ramlal, Bholi's father started crying and bought out ₹ 5000. Satisfied with the dowry, Bishamber proceeded with the ceremony, but Bholi refused to marry him. She told her father that she would not marry a greedy man such as Bishamber. She would rather take care of her parents in their old age.

Self Assessment

Extract Based Question

Read the following extract carefully and answer the questions that follow.

1 On Bishamber's greedy face appeared a triumphant smile. He had gambled and won.

(i) Why there was triumphant simile oves Bishamber's face ?
  (a) He has won in gambling.
  (b) Bholi agreed to marry him.
  (c) He won lottery ticket
  (d) None of the above

(ii) What gamble did he play?
  (a) of demanding 5000 rupees to marry Bholi
  (b) of demanding 2000 rupees to marry Bholi
  (c) of demanding 1000 rupees to marry Bholi
  (d) of demanding 3000 rupees to marry Bholi

(iii) Bholi was Ramdas .... daughter.
  (a) first (b) second (c) third (d) fourth

(iv) Find the similar meaning word of 'victorious' from the extract.
  (a) triumphant (b) winning (c) jubiliant (d) fake

(v) What part of speech is 'greedy' as used in the passage?
  (a) adjective (b) adverb (c) article (d) pronoun

Short Answer (SA) Type Questions

2 How can we change social attitude towards people who are different?

3 Why did Ramlal not send all his daughters to school?

4 Why did Bishamber demand dowry at the time of marriage although he had not done so when the marriage was fixed?

5 What was the role of the teacher in changing Bholi's attitude to life?

Long Answer (LA) Type Questions

6 Sending Bholi to school was a 'blessing in disguise'. Do you agree? Support your answer on the basis of the text.

7 The story, 'Bholi', throws light on some social evils being practised in our society. Bholi took a stand and succeeded in overcoming the social barriers. What can you contribute to change the social attitudes illustrated in the story? **CBSE 2014**

CHAPTER

10

The Book That Saved The Earth

by Claire Boiko

Chapter Overview

'The Book that Saved the Earth' by Claire Boiko is set in the twenty-fifth century. It is a humorous tale of how a book of nursery rhymes saves Earth from an invasion by Martians.

About the Characters

Historian He is a member of the Museum of Ancient History and the Department of the twentieth century.

Think-Tank He is the Commander-in-Chief of the Martian forces and prepares to invade Earth.

Noodle He is a trainee under Think-Tank. He is a sensible and level-headed figure.

Captain Omega, Lieutenant Iota, Sergeant Oop They are the crew of probe one. They are sent to Earth to know about Earth before invading it.

Summary

Scene 1

The first scene of the play belongs to the twenty-fifth century in the Museum of Ancient History on the planet Earth.

Historian talks about a Book that Saved the Earth

The historian tells the audience that twentieth century was called the Era of books. Books contained information about everything. One of the strangest thing a book did was that it saved the Earth. The historian then tells them that a book saved the Earth from the Martian invasion of 2040.

Think-Tank Call for Invasion

The historian then shows the audience the invasion. Think-Tank is seated on a raised box with arms folded. He has a huge, egg-shaped head and he wore a long robe decorated with stars and circles. His apprentice Noodle is standing beside him at a switch-board. Think-Tank was the commander-in-chief and the ruler of Mars. He was being praised with proper salutation by his apprentice Noodle.

Think-Tank informs Noodle that he would invade the ridiculous planet called Earth. He wanted to communicate with the manned space probe to the planet Earth. Then, he consulted his speaking mirror about the most intellectually gifted being in the whole land. An off-stage voice told him that he himself is the most intellectually gifted being. Then, he moves proudly and said that Martians are much more attractive than Earthlings who have very small heads.

Scene 2

The scene shifts to Mars space control in the Centerville public library. The people (Martians) present in the space probe are Captain Omega, Sergeant Oop and Lieutenant Iota. They are confused and puzzled. They are not familiar with books and do not understand them.

Communication with Space Probe

Think-Tank and Noodle make a voice contact with the space probe. Captain Omega informs that they have reached Earth and are taking shelter in a square place (library).

They did not have any idea about their location. Iota thinks that the place must be some kind of a storage barn as it has two thousand peculiar items (books).

Guesses made by Martians about the Books

The people (Martians) in the space probe got confused about the strange items, all of them start making guesses about the books.

Sergeant Oop thinks that the books are hats. But Think-Tank calls them sandwiches and orders the crew to eat them. The wise Noodle gently suggests that they may be devices of communication. So, Think-Tank asks the probe team to listen to them.

They do not hear anything. Again, Noodle very politely suggests that the Earthlings watched them. They cannot read the books and come to a conclusion that the printed lines and pictures must be some kind of code.

Think-Tank Commands the Team to Take Vitamins

Think-Tank then asked the probe team to eat the vitamins given to them to read the code. They follow him and are able to read the book. The lines are about Mistress Mary and her garden of cockle shells and silver bells.

Mighty Think-Tank is Alarmed

As captain Omega read the rhyme Think-Tank thought that the Earthlings were very advanced. They have discovered to combine agriculture and mining. They can grow cockle shells and silver.

They had taught their domesticated animals musical culture and space techniques. He thought they are about to send cows for an invasion to the moon. He is further terrified when he sees the picture of the fallen Humpty-Dumpty.

He thinks it to be his picture. He declares that the Earthlings have seen him and they are planning to capture Mars Central Control as well as him.

Think-Tank Calls Off the Invasion

Think-Tank cancels the invasion. He ordered Noodle to prepare a space capsule for him to escape. He asks his probe to leave. He orders his fleet to escape to the star Alpha Centauri and evacuate the entire planet of Mars.

Martians and Earthlings are Friends

The Historian reveals that it was 'Mother Goose', a book of rhymes, that saved the Earth. Mars and Earth were now friends. Noodle succeeded Think-Tank and became the head of Mars. Earthlings had even set up a library in their capital city of Marsopolis. However, Martians could never gather the courage to read the 'Mother Goose' book.

WORD MEANINGS

The given page nos. correspond to the pages in the prescribed textbook.

Word	Meaning
Page 63	
easel	a wooden frame to support a blackboard or picture
zulus	an ethnic group of people belonging to South Africa
Page 64	
apprentice	trainee
peevishly	feeling or showing irritation
Page 65	
intellectually	possessing or showing intellect
riffling	turning pages of a book quickly and casually
Page 66	
crew	group of people who operate a ship, aircraft etc
barn	large farm building used for storing hay/grain
haberdashery	shop which sells clothing, small articles of dress, pins, cotton, etc.

NCERT FOLDER

(Here we have covered questions given in the NCERT textbook along with their answers.)

***Read and Find out** (Page 63)*

1 **Why was the twentieth-century called the 'Era of the Book'?**

Ans. The twentieth century was called the 'Era of the Book' because there were books for everything, from Anteaters to Zulus. Books taught people what to do, how to do, when to do and why to do.

2 **Who tried to invade the Earth in the twenty-first century?**

Ans. The Martians tried to invade the Earth in the twenty-first century.

***Read and Find out** (Page 65)*

1 **What guesses are made by Think-Tank about the books found on Earth?**

Ans. Think-Tank guessed that the books were sandwiches that the Earthlings loved to eat. He made another guess that the books were some communication device used by Earthlings. Later on he thought that the books were meant for watching.

***Think About It** (Page 74)*

1 **Noodle avoids offending Think-Tank but at the same time he corrects his mistakes. How does he manage to do that?**

Ans. Noodle avoids offending Think-Tank while correcting his mistakes by presenting his own thoughts, but referring to them as being of no particular importance. Whenever he had to say something contrary to what Think-Tank said, he would do this. In this way, he would correct Think-Tank's errors without making Think-Tank feel that he was being corrected.

2 **If you were in Noodle's place, how would you handle Think-Tank's mistakes?**

Ans. If I were in his place, I would have done the same. I would have politely and gently suggested the corrections.

3 **Do you think books are being replaced by the electronic media? Can we do away with books altogether?**

Ans. Yes, these days online reading has replaced traditional books to a large extent. Internet, facebook, twitter etc. have decreased interest in reading. But, books cannot be totally replaced. Books can never go out of life although they may exist in a different form.

4 **Why are books referred to as a man's best companion? Which is your favourite book and why? Write a paragraph about that book.**

Ans. A book is a man's best companion because it is always there and never leaves us alone. It is there with us even when everyone else is gone. Books guide us, instruct us, make us laugh, inform us, inspire us and are always true to us. My favourite book is Peter Pan. It is a fairy tale. I love the character of Peter. He lives in fantasies. He is a child who never wants to grow up and never does. He enjoys thrills and adventures and even takes the kids from Earth on a merry adventure. The book inspires us as it shows that one can remain a child at heart forever. The sense of wonder, innocence, purity and joy and a capacity to dream can stay in the human heart forever.

***Talk About It** (Page 74)*

1 **In what ways does Think-Tank misinterpret innocent nursery rhymes as threats to the Martians? Can you think of any incidents where you misinterpreted a word or an action? How did you resolve the misunderstanding?**

Ans. Think-Tank wrongly interpreted the nursery rhymes as threats to the Martians. The words like 'shell' and 'silver' makes Think-Tank think that humans grew them in farms. Then, there is a line about 'cow' and 'moon'. This makes him think that the earthlings are launching an interplanetary attack of millions of cows. Also, the picture of Humpty-Dumpty and the rhyme of 'great fall' make Think-Tank think that humans were about to invade Mars and capture him.

Yes, I had a similar misunderstanding with a friend. But, I was fortunate as I got to know the actual truth just in time. I did not believe what I had heard earlier.

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Exam Practice

Extract Based Questions

[5 Marks each]

ad the following extracts carefully and choose the correct option.

1 THINK-TANK: Mirror, mirror, in my hand. Who is the most fantastically intellectually gifted being in the land? OFFSTAGE VOICE: (after a pause) You, sir.

THINK -TANK: (smacking mirror) Quicker. Answer quicker next time. I hate a slow mirror. (He admires himself in the mirror). Ah, there I am. Are we Martians not a handsome race? So much more attractive than those ugly Earthlings with their tiny heads. Noodle, you keep on exercising your mind, and someday you'll have a balloon brain just like mine. NOODLE: Oh, I hope so, Mighty Think-Tank. I hope so. THINK -TANK: Now, contact the space probe. I want to invade that primitive ball of mud called Earth before lunch. NOODLE: It shall be done, sir. (He adjusts levers on switchboard. Electronic buzzes and beeps are heard as the curtains open).

(i) Choose the option that lists the most appropriate meaning of Think-Tank from those given below.
- (a) A tank that helps you think deeper than an average person, if you use its contents regularly.
- (b) Non-stop flow of ideas from a fixed source about one particular issue.
- (c) A pool of ideas and solutions to various problems via an individual, group or organisation.
- (d) A method by way of which people think collectively to identify stray thoughts among them.

(ii) "Mirror, mirror, in my hand. Who is the most fantastically intellectually gifted being in the land?"

Choose the option that lists the genre having the original reference to the above lines.

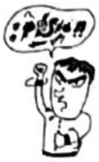
(a) Biography
(b) Science-fiction
(c) Mystery
(d) Fairy tale

(iii) Choose the option that correctly categorires the phrase "(after a pause)" based on the dialogue given above.

(a) aside
(b) stage direction
(c) narration
(d) setting

(iv) Choose the option that gives you fits the example of an irony from the ones given below.
- (a) "Who is the most fantastically intellectually gifted being in the land?"
- (b) "I hate a slow mirror."
- (c) "Noodle, you keep on exercising your mind and someday you'll have a balloon brain just like mine.
- (d) "I want to invade that primitive ball of mud called Earth before lunch."

(v) Choose the option that includes the display of 'smacking' as used in the extract.



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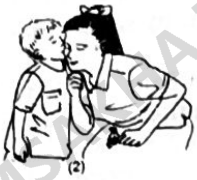

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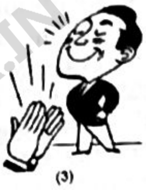

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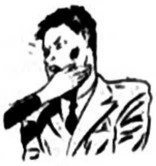


(4)

(a) Option (1)
(b) Option (2)
(c) Option (3)
(d) Option (4)

Ans. (i) (c) A pool of ideas and solutions to various problems via an individual, group or organisation.

(ii) (d) Fairy tale

(iii) (b) stage direction

(iv) (c) "Noodle, you keep on exercising your mind, and someday you'll have a balloon brain just like mine.

(v) (d) Option (4)

2 OOP: I haven't a clue. I've been to seven galaxies, but I've never seen anything like this. Maybe they're hats. (He opens a book and puts it on his head.) Say, maybe this is a haberdashery! OMEGA: (bowing low) Perhaps the Great and Mighty Think-Tank will give us the benefit of his thought on the matter. THINK-TANK: Elementary, my dear Omega. Hold one of the items up so that I may view it closely. (Omega holds a book on the palm of her hand.) Yes, yes, I understand now. Since Earth creatures are always eating, the place in which you find yourselves is undoubtedly a crude refreshment stand.

OMEGA: (To Iota and Oop) He says we're in a refreshment stand. OOP: Well, the Earthlings certainly have a strange diet.

(i) Why did Omega bow low before Think-Tank?
  (a) As a mark of respect and recognition of supremacy.
  (b) To flatter and appease the character.
  (c) As a sign of submission and understanding of his strength.
  (d) To curry favour and goodwill from the character.

(ii) Choose the option that associates the person to a haberdashery.
  (a) Jagdeep is a primary school teacher who teaches English.
  (b) Tanishq is a tailor who makes garments for men only.
  (c) Falguni is a chemist who manufactures her own medicine.
  (d) Asma is an engineer who works on designing space stations.

(iii) Choose the option that explains what Think-Tank meant by saying- Elementary, my dear Omega.
  (a) "It's simple general knowledge, Omega."
  (b) "It's something that a primary school person won't understand, Omega."
  (c) "It's quite obviously deducible, Omega"
  (d) "It's a little more than complicated, Omega."

(iv) The quality of being crude has been allotted to the refreshment stand because
  (a) Earthlings have bad eating habits according to Think-Tank.
  (b) the temperature of the refreshment stand was too high.
  (c) the refreshment stands are responsible for poor health of the Earthlings.
  (d) it produces food that is unrefined and unprocessed in nature.

(v) Earth inhabitants are Earthlings and those from Mars are Martians, what are the inhabitants of Venus addressed as in most sci-fi stories?
  (a) Venusites (b) Venatians
  (c) Venings (d) Venusians

Ans. (i) (a) As a mark of respect and recognition of supremacy.
(ii) (b) Tanishq is a tailor who makes garments for men only.
(iii) (c) "It's quite obviously deducible, Omega"
(iv) (d) it produces food that is unrefined and unprocessed in nature.
(v) (d) Venusians

3 Omega : Well, Oop?

Iota : Well, Oop? (Oop coughs. Omega and Iota pound him on the back).

Think-Tank : Was it not delicious, sergeant Oop (saluting) That is correct, sir. It was not delicious. I don't know how the Earthlings can get those sandwiches down without water. They're dry as Martian dust.

Noodle : Sir, sir. Great and Mighty Think-Tank. I beg your pardon, but an insignificant bit of data floated into my mind about those sandwiches.

Think-Tank : It can't be worth much, but go ahead. Give us your trifling bit of data.

(i) What is the rank of Noodle?
  (a) Sergeant (b) Lieutenant
  (c) Captain (d) Apprentice

(ii) Why did Oop cough?
  (a) Because he had a habit of coughing.
  (b) Because he wanted to alert his colleagues about some danger.
  (c) Because he had difficulty in swallowing the sandwich.
  (d) Because he was trapped in a dust storm.

(ii) The 'sandwiches' referred in the extract are actually
  (a) pizzas (b) mobile phones
  (c) books (d) pamphlets

(iv) Which of the following gives the correct meaning of 'trifling'?
  (a) Large (b) Important
  (c) Additional
  (d) Small or not important

(v) What is the 'trifling bit of data' that floated into Noodle's mind?
  (a) That the sandwiches were communication devices.
  (b) That the sandwiches were a piece of junk
  (c) That the sandwiches were telescopes.
  (d) That the sandwiches were rodents.

Ans. (i) (d) Apprentice
(ii) (c) Because he had difficulty in swallowing the sandwich.
(iii) (c) books
(iv) (d) small or not important
(v) (a) That the sandwiches were communication devices.

4 Omega : Listen to them?

Iota and Oop : (To each other, puzzle) Listen to them?

Think-Tank : Do you have marbles in your ears? I said, listen to them. (Martians bow very low).

Omega : It shall be done, sir. (They each take two books from the case, and hold them to their ears, listening intently).

Iota : (whispering to Omega) Do you hear anything?

Omega : (Whispering back) Nothing. Do you hear anything, Oop?

Oop : (Loudly) Not a thing! (Omega and Iota jump in fright.)

Omega and Iota : Sh-h-h! (They listen intently again).

Think-Tank : Well? Well? Report to me. What do you hear?

Omega : Nothing, sir. Perhaps we are not on the correct frequency.

Iota : Nothing, sir. Perhaps the Earthlings have sharper ears than we do.

Oop : I don't hear a thing. Maybe these sandwiches don't make sounds.

(i) 'Them' in the extract refers to
(a) shoes (b) books (c) socks (d) curtains

(ii) Where are Omega, Oop and Iota in this conversation?
(a) Mars Space Control
(b) Centerville State Library
(c) Centreville Public Library
(d) Centreville Museum

(iii) The word 'intently' as used in the extract is a/an
(a) adverb (b) adjective
(c) noun (d) conjunction

(iv) Who made the next guess about, what the sandwiches actually were?
(a) Oops (b) Omega (c) Iota (d) Noodle

(v) The word 'puzzled' in the extract means
(a) cleared (b) confused
(c) satisfied (d) deadly

Ans. (i) (b) books
(ii) (c) Centerville Public Library
(iii) (a) adverb (iv) (d) Noodle (v) (b) confused

Short Answer (SA) Type Questions

[2/3 Marks each]

1 What difficulty do the crew of the space probe face on Earth?

Ans. The space probe landed in a public library. The crew in the probe was shocked because the place looked very strange to them as they had no idea of books. They thought the library to be some kind of storage area. They were confused as they were not familiar with books.

2 How does Think-Tank explain the books to his probe crew?

Ans. Think-Tank told his crew that the books were sandwiches. He even ordered his crew to eat them. Then, he called them communication devices and asked the probe crew to listen to them. Later he said that they were meant for watching.

3 Why do the space probe crew take vitamins?

Ans. Think-Tank wanted the probe crew to find out what was in the books. So, the probe crew took vitamins to increase their intelligence. They were able to read the books after taking those vitamins.

4 What is Think-Tank's interpretation of words like 'shells', 'silver bells' and 'garden' from the nursery rhyme? What is its impact?

Ans. Think-Tank interprets the given words to mean that the Earthlings grew shells and silver in their gardens. The impact of this was that he cancelled the invasion of Earth as he felt that Earth was more advanced than Mars.

5 Think-Tank thinks that Earthlings are after him. What is the reason? **CBSE 2015**

Ans. Think-Tank's crew read about Humpty-Dumpty's fall in the rhyme and showed the picture to Think-Tank. Think-Tank's head resembled to the head of Humpty- Dumpty. This makes Think-Tank feel that Earthlings were planning to invade Mars and capture him.

6 Describe Think-Tank in your our words.

Ans. Think-Tank was the ruler of the planet Mars. His head is huge and egg-shaped. He wears a robe decorated with stars and circles. He considered himself very mighty and was very proud of his intelligence.

7 What is Think-Tank proud of? How do you know?

Ans. Think-Tank was proud of his intelligence and might. He always try to prove himself as the most intelligent Martian. It is clear from his self-praise and boastful habits.

8 How did one old book of nursery rhymes save the Earth from a Martian invasion? **CBSE 2011**

or How did a book change Think-Tank's opinion about the Earthlings? **CBSE 2014**

Ans. The book 'Mother Goose' was totally misunderstood by the Martians. The Martians thought that the Earthlings were planning to invade Mars. So, they cancelled their invasion of Earth and went back. Think-Tank totally misunderstood the book. Phrases like 'shell', 'silver', 'garden' gave him a false idea that Earthlings grew silver and cockle shells. He started thinking that the Earthlings are very advanced than Mars.

Long Answer (LA) Type Questions

[5 Marks each]

1 Noodle hails Think-Tank as the most powerful and intelligent creature in the whole universe. Do you agree? Write your opinion of Think-Tank citing instances from the given text.

Ans. Noodle is a trainee under Think-Tank. He bows before him and hails his ruler as the most powerful and intelligent creature in the universe. However, Think-Tank is not really intelligent. He misinterprets the nursery rhymes completely. 'Silver', 'shells' and 'garden' for him mean that the Earthlings are growing metals in gardens.

Think-Tank thinks books to be sandwiches and wants the crew to eat them. When he the nursery rhyme which says, 'Humpty-Dumpty had a great fall' is read out to him, he is terrified and plans his escape from Mars.

Thus, Think-Tank is nothing more than a show off and a pompous fool. So, later on Noodle succeeds Think-Tank, becomes the ruler of Mars and develops friendly relations with Earth.

2 Compare and contrast the characters of Noodle and Think-Tank. **CBSE 2012**

or Compare and contrast the characters of Great and Mighty Think-Tank and Noodles. **CBSE 2020**

Ans. Noodle and Think-Tank have contrasting characters. Think-Tank likes to be called the 'Great and the Mighty'. He orders and commands. He is the ruler of Mars, but has no intelligence. He thinks books to be sandwiches. He is wrong about everything. He demands that the crew obey him. He likes to pass on other's ideas as his own. He is a coward who simply boasts about his power.

Noodle, his apprentice on the other hand is very clever and wise. He corrects the mistakes of Think-Tank very gently. He never takes credit for his ideas. But he offers them to the ruler very gently. Think-Tank makes them his own.

When Noodle succeeds Think-Tank and becomes the head of Mars, he becomes friend with Earthlings. While Think-Tank was afraid of Earthlings, Noodle allows Earthlings to set up a library there. So both Noodle and Think-Tank are different from each other.

3 The play, 'The Book That Saved the Earth' conveys the message that misunderstanding of cultural differences between various races can cause confusion and conflict. Based on your reading of the play, write how such confusion and conflicts can be checked so that peace and harmony is maintained. **CBSE 2015**

Ans. It is true that cultural differences create a confusion and conflict between various races. The play, "The Book That Saved The Earth" conveys this message through the character of Think-Tank.

The confusion in the mind of Think-Tank occurred due to the literal interpretation of the nursery rhymes in the book 'Mother-Goose'.

Think-Tank, in his decision to send his space probe on Earth, proves to be confusing for the probe team as well as himself. The probe team was not sufficiently intelligent or mature to understand Earth's culture. Even Think Tank himself was not aware of the Earth's culture.

This leads him into a frightened and confused state. Consequently, they literally interpreted the nursery rhymes and caused misunderstanding in their minds.

To ensure that such conflicts and confusion are checked to maintain peace and harmony, mature and wise people like Noodle should be sent out to other cultures. It is only by spreading awareness, one can respect others and their cultures and also check all misunderstandings and conflicts.

4 How did the people on the earth help the Martian people? How did this effort help the people on both the planets? **CBSE 2020**

Ans. Mars and Earth are two different planets in our Solar system. Hence, it is a fact that the people belonging to both the planets will have different lives, lifestyles, cultures, languages etc. Therefore, any attempt to communicate leads to confusion and conflict between the cultures. In the chapter, 'The Book That Saved the Earth', such a difference creates a lot of animosity (considering someone as enemy) between the two planets. Consequently the leader/ruler of Mars, i.e. Think-Tank decides to attack Earth. Think-Tank's plan however fails as he does not understand many things that his team finds on the planet.

To ensure that such conflict and confusion are checked so that peace and harmony are mantained, wise people should be sent out to other culture. This step is taken by Noodle when he became the ruler. As a result of his action, the people of Earth helped the Martian in understanding their culture.

Martians were taught how to read and a library was set up for them. This effort to understand each other, spreads awareness such that one can respect others and their cultures.

Self Assessment

Extract Based Question

Read the following extract carefully and choose the correct option.

1 **Oop** : Ha, ha, ha. Imagine that. Pretty maids growing in a garden.

Think-Tank : (alarmed) Stop! This is no time for levity. Don't you realise the seriousness of this discovery? The Earthlings have discovered how to combine agriculture and mining. They can actually grow crops of rare metals such as silver and cockle shells. They can grow high explosives, too. Noodle, contact our invasion fleet.

Noodle : They are ready to go down and take over Earth, sir.

Think-Tank : Tell them to hold. Tell them new information has come to us about Earth. Iota, transcribe.

Iota : Yes, sir. (She reads very gravely.)

(i) Which poem was read to Oop when he gave this reaction?
(a) Half diddle diddle! (b) Mistress Mary (c) Humpty Dumpty (d) Baa Baa Black Sheep

(ii) The title of the book from where the poems were read was
(a) Father Henry (b) Mother Geese (c) Mother Goose (d) Brother Henry

(iii) Oop used to consider earthlings as before this incident happened.
(a) Trendy (b) Primitive (c) Brilliant (d) Greedy

(iv) The word 'levity' in the extract means
(a) meekness (b) morality (c) seriousness (d) light heartedness

(v) How did Oop interpret the meaning of the poem read to him?
(a) literally (b) figuratively (c) accurately (d) quickly

Short Answer (SA) Type Questions

2 What does Oop think about those 'sandwiches'?

3 Think-Tank thinks Earthlings have reached a high level of civilisation. Why does he think so?

4 Why do the Martians decided to evacuate Mars? Where do they go?

Long Answer (LA) Type Questions

5 Half knowledge leads to disaster. Explain this with reference to the play 'The Book That Saved the Earth'.

6 Pride has a fall. Justify this statement with reference to "The Book That Saved the Earth."

ASL

ASSESSMENT OF SPEAKING AND LISTENING SKILLS

CBSE has clearly outlined the significance of Speaking and Listening Skills as a part of co-scholastic areas of achievement by every learner and also stressed the clear integration of Assessment of Speaking and Listening Skills as a part of the curriculum.

As good communication skills raise the self-esteem of a student, CBSE essentially desires that the students acquire proficiency in it by the time they leave school. In the present day global markets, speaking and listening are considered to be the essential skills of real life. So it has been felt for a long time that CBSE must focus on assessing speaking and listening skills for qualification in examination.

Considering this, CBSE has proposed to give 5% weightage to the Assessment of Speaking and Listening Skills from 2017-18 onwards. Therefore, the Assessment of Speaking and Listening Skills will be done formally at the term-end examination. Schools may conduct ASL themselves as per the guidelines provided by the CBSE.

The overall purpose of the test is to help improve and standardise students' communicative skills. Thus, in keeping with the international standards, the CBSE has put this assessment in place.

LISTENING SKILLS

The **Listening Comprehension** section tests the student's ability to listen for basic interpersonal, instructional and academic purposes. A number of sub-skills need to be developed in the everyday classroom transaction. Given below are some of the sub-skills of listening which need to be assessed.

(i) Listening for specific information
(ii) Listening for general understanding
(iii) Predictive listening
(iv) Inferential listening
(v) Listening for pleasure
(vi) Intensive listening
(vii) Evaluative listening

Role of Examiner

Here the Examiner is assigned the job of assessing a candidate's performance in any of the skills that is to be assessed.

It is extremely important to keep in mind the factors listed below as they can significantly influence the expected outcome of the Listening Test.

- Size of the room
- Acoustics of the room
- Seating arrangement
- Equipment used
- Quality of the recording of the listening input
- Quality of the oral rendering of the listening input (in case it is to be read aloud by the Examiner), in terms of volume, clarity, enunciation, intonation, pace etc.

Test Administration : For the Examiner (Teacher)

- Select the time and date of the assessment.
- Plan the seating arrangement in advance.
- Decide exactly as to how much time is to be reserved for instructions or any possible interaction regarding clarifications, etc and for the actual test.
- Make the announcement giving general instructions directed to the candidates before the recording is played or before the reading of the text.
- Adhere strictly to the time specified for each of the three phases of the Test (Pre-listening, While listening and Post-listening)
- The general instructions given below should be followed while conducting the test.

The Listening Assessment

The Listening Assessment comprises of a variety of tasks. These tasks are graded according to the length of the task and the difficulty level. Schools may download the sample tasks and reorganise them into two parts - transcripts and the marking scheme for the examiner and the worksheets for the students on which students will write answers.

General Instructions for Students

You are not allowed to ask questions or interrupt the Examiner at any point.

- You are being tested on your Listening Skills.
- You will hear a set of recordings of the Listening Input or listen to a reading of the Listening Input.
- Each of the recordings will be played twice. In case there is an oral rendering of the Listening Input, it shall take place twice.
- You are required to answer a set of questions based on each of the Listening Inputs.
- The assessment consists of 4 sections.
- You are required to attempt all 4 sections of the assessment.
- Familiarise yourself with the questions on the worksheet. It will help you to answer them later on.
- After you have listened to the input, you will be given specified minutes to answer the questions on your worksheet.
- You may answer the questions on your worksheet while listening.
- Do not interact/comment until you have moved out of the examination room.

PRACTICE ASSIGNMENT

Instructions

1. There are ten questions in this test.
2. Answer the questions as you listen to the transcripts.
3. You will listen to four short extracts. As you listen to each one, answer the questions.

☑ TASK 1

Through the given QR code or link you will hear to the news reports about some incidents happening worldwide. Read the sentences below then listen to the news and write the correct answer for the given questions. You will hear to the recording twice.

TO LISTEN THIS TRANSCRIPT

Link https://goo.gl/fLXnyk OR **Scan the Code**

Transcript

1. **Kathmandu, May 14** Thirteen Indians were among the 15 people killed when their 20-seater aircraft slammed into a cliff in Western Nepal, less than seven months after 10 Indian tourists were killed in an air accident. Six people miraculously survived the crash.
2. E-mailing has enabled us to communicate messages to one another at a very fast pace. However, there are times when we have to post important letters and documents by surface or air mail. The postal department is very slow.
3. City dwellers often depend on cars, buses or metros to travel from one place to another. Bicycles used to be a popular mode of travel once. I think we need to popularise them once again if we need to tackle the pollution problem.
4. 'The Mars Rover, Curiosity, landed on the Martian surface to begin a two-year mission, seeking evidence that the Red Planet once hosted ingredients for life'. NASA said.

   Mission controllers at the Jet Propulsion Laboratory near Los Angeles burst into applause and cheered as they received signals relayed by a Mars orbiter confirming that the Rover had survived a make-or-break descent and touched down within its landing zone.
5. A V-chip has been developed. In addition to spelling out the age-based ratings, letters will be displayed to warn parents if a show contains violence or other objectionable content. A group of major networks and producers have agreed to go along with the system, but NBC will not.

Questions

1 What is the news report about?

(a) There was an explosion before the crash.
(b) The crash was a consequence of collision with a cliff.
(c) There have been several air crashes in the recent past.
(d) Indians always die in the air crashes in and around Nepal.

Answer ______________________

2 After listening to the comment by an officer to his colleague, what option do you think the speaker would not opt for?

(a) E-mail (b) Air mail (c) Postal department (d) Surface mail

Answer ☐

3 Now listen to an environment activist who is talking to one of his friends. The speaker advocates the use of ....

(a) cars (b) buses (c) bicycles (d) metros

Answer ☐

4 What is the news report about?

(a) Invention of Curiosity (b) Landing of Curiosity

(c) Happiness at the Jet Propulsion Laboratory (d) Possibility of life on Mars

Answer ☐

5 What does the V-chip do?

(a) It allows the cable company to monitor what TV programmes you watch.

(b) It turns your TV into a "virtual reality" computer.

(c) It allows parents to block out certain programmes, so their children cannot watch them.

(d) It reduces the use of the remote control device.

Answer ☐

☑ TASK 2

Through the given QR code or link you will hear a talk about the tigers and wildlife tourism. Read the statements below, then listen to the text (talk) and answer the questions given below. You will hear the talk twice.

TO LISTEN THIS TRANSCRIPT

Link https://goo.gl/KAWXWj OR **Scan the Code**

Transcript

Tigers are being loved to death. Tourists desperate for a glimpse of a tiger are damaging the habitat and harassing tigers. This by no means decides that tiger tourism or wildlife tourism is a bad thing. Wildlife tourism has a lot of advantages. Wildlife tourism helps people of the area who get employment in tourism. In this way, wildlife is valued, rather than poached or encroached upon.

Wildlife also inspires the people who see it. For many, a dramatic view of one of the world's great beasts—a tiger, a leopard, a whale—is a life-changing experience. Such a sighting makes people aware of the fragility of the planet and the folly of our short-term thinking. Above all, it prompts people to step back from our traditional chauvinism. Wildlife tourism is similarly equivocal. When carried out with wisdom and responsibility, it is the best possible news for the creatures and the people of the area and for the people doing the touring. Wildlife tourism can sometimes, with the best of intentions, be stupid, greedy and destructive.

An adjustment of practice in India's wildlife tourism is a good thing. It is not tourists that are killing off tigers : it is, above all, the world's ever-increasing human population, and its incontinent need for room to live in.

Questions

1 **State whether the following statements are True or False.**

(a) People's fascination with the tigers is causing them harm.

(b) Wildlife tourism should be banned.

(c) Tiger tourists are destroying their living places.

2 **Fill in the blanks with a word or phrase.**

(a) Wildlife tourism helps in ....

(b) .... and .... behaviour is expected from tourists who go for wildlife sightings.

☑ TASK 3

Through the given QR code or link you will hear a lecture about libraries. Read the questions below, then listen to the extracts and choose the correct option from a, b or c to complete the statements in each questions. You will hear the recording twice.

TO LISTEN THIS TRANSCRIPT

Link https://goo.gl/LGrbVH OR **Scan the Code**

Transcript

Libraries It has been a great pleasure to be here this evening and to hear all the things that have been said about libraries in general, and the librarians, without whom the libraries would be of little use. What libraries mean is fairly obvious to all of us, especially to those who are here this evening. We know that without libraries, we cannot have educated people who will carry out their jobs successfully. But as I sat here I was worried about the fact that there are so many places in the world that have no libraries and that have no way of getting books. A lack of money for the books and the librarians is a problem in some places, but I wonder if the biggest problem is really that no one is interested in reading anymore?

Young students often go straight to the internet for readymade notes on a subject. They no longer want to go to libraries to do their own research. Although many students will use the library when they have an examination to study for; once the exams are over, they never return. Even reading books for fun and relaxation is no longer popular amongst the young. A young man, I interviewed recently admitted that he could not name a single book by an Indian author that he had read recently. Demand for non-fiction increases every year, particularly career-oriented books. Students want just to pass an examination and get a job; they no longer have time to read stories.

The more I have thought about the problem, the more I have felt that we do not use all our opportunities to develop an interest in books. Today everything in which people are interested, the radio, the movies - all of these - should, if properly used, stimulate reading. For instance, if there is a remarkably good film 'The Life of Pasteur', I think it should be used by teachers to create an interest in the life of that person. So, in studying Pasteur's achievements and the people around him, students can then use their libraries to read more about the lives of great and famous people. I am sure that if we put our minds to it, there are a great many ways in which we can use the electronic media, films and the internet to stimulate an interest in books and reading. Maybe then our young people will visit libraries more often.

Questions

1 **The speaker thinks that librarians ....**

(a) are very important for libraries

(b) fulfil many functions in a library

(c) are more useful today than previously

2 The speaker says that libraries have an obvious effect on ....
(a) schools (b) cities (c) business

3 According to the speaker, there are not enough libraries in the world because ....
(a) it is hard to build libraries in some areas (b) libraries are very expensive
(c) there is a lack of interest in books

4 According to the speaker, students are using libraries less because the internet ....
(a) makes research easier for them (b) has more up-to-date information
(c) give them answers to exam questions

5 Today, students do not read books because they have no ....
(a) interest (b) money to buy books (c) motivation

6 The speaker says that the demand for fiction books is ....
(a) decreasing with young audiences (b) being replaced by exam books
(c) focused on non-Indian authors

7 The speaker believes that film and radio can ....
(a) be a good alternative to reading (b) encourage people to read more
(c) teach us about famous people

8 What example does the speaker give of a way to increase interest in reading?
(a) Good books (b) Famous people (c) Historical films

9 The speaker feels that it is possible to encourage interest in reading if ....
(a) we spend more time on the internet (b) we think about how to use electronic media
(c) we visit the library more often

10 Young people can use the library more if they ....
(a) stop buying books (b) take interest in electronic media, films and internet
(c) have an access to it

☑ TASK 4

Through the given QR code or link you will hear 5 short extracts of friends talking about the significance of sports and games in their life. Read the statements below, then listen to the extracts and match each statement A–G to each Friend 1–5. There are two statements you do not need. You will hear the recording twice.

TO LISTEN THIS TRANSCRIPT

Link https://goo.gl/1LJw1E OR **Scan the Code**

Transcript

Friend 1 Friends, we should play sports and games regularly, because I believe that they are the most important source of entertainment. We enjoy and please ourselves when we play sports and games.

Friend 2 For me the best use of sports is earning a livelihood. These days the people who play games and sports not only earn a lot of money but also are given a great deal of money as prizes. Therefore, I strongly believe that playing games and sports is a very good way of earning a comfortable income.

Friend 3 Sports and games are very good way of keeping good health. All those who play games regularly remain healthy for a longer time. So, if we really wanted to be healthy, we must regularly play outdoor games of our choice.

Friend 4 Dear friends, I believe that we should play games to keep ourselves occupied. If we regularly play sports and games we keep ourselves busy in constructive work.

Friend 5 Sports and games make us both mentally and physically strong to face the challenges of life. The discipline and practice of games and sports give us enough strength to bear the harsh realities of life.

Questions

Which of the following statements are true?

A. Sports and games keep you in good health.
B. Playing sports gives you a feeling of entertainment.
C. Sports and games make you intelligent.
D. Sports are a good source of earning money.
E. Sports make you strong to face challenges.
F. Sports make you grow tall and attractive.
G. Playing sports is a good way to avoid bad company.

☑ TASK 5

Through the given QR code or link you will hear an interview with veterinarian Dr Mohit Sharma on the importance of keeping pets. Read the sentences below, then listen to the conversation and choose A, B or C for each sentence. You will hear the recording twice.

TO LISTEN THIS TRANSCRIPT

Link https://goo.gl/97WvUC OR **Scan the Code**

Transcript

Interviewer You are a great advocate of keeping pets. Would you like to tell our listeners something about them?

Dr Sharma Pets make great friends for everyone in the family because they are a great source of love and friendship. Pets are playful beings in the house as they keep everyone, young and old, happy.

Interviewer That's really true, but do you think that pets also help people make friends.

Dr Sharma Having a pet at home, you often need to go out for walks every day. Initially you may not like it, but over a few days you'll begin to love the routine.

Interviewer What is the impact of the pets on people's moods?

Dr Sharma Oh yes! Pets really boost your mood. Playing with the pet, can increase the brain activity and enhance pleasure and tranquility.

Interviewer Do pets help in inculcating educational values?

Dr Sharma Yes, they do and that's true! With pets, children also learn basic lessons on building a strong character like loyalty and trust.

Interviewer What is the impact of pets on their owner's fitness levels?

Dr Sharma Having a pet at home you are on your toes at all times. Pets make you more agile in the house, they expect you to play with them, be concerned for them.

Interviewer Don't you think that it is very stressful having to care for a pet?

Dr Sharma No. not at all. In fact people with pets have lower blood pressure and stress levels as compared to the people without pets.

Questions

1 Pets make great friends because they are
A. very attractive B. great achievers C. good companions

2 Pets help you make new friends as they make you
A. appear more beautiful B. go out for a walk C. change your attitude

3 Pets boost your mood because
A. playing with pets makes you feel fresh. B. they help you pass time
C. they love you so much

4 Pets inculcate educational values because
A. they are very valuable and precious B. they make you study more and more
C. they enable you develop habits of daily care

5 Pets help you remain fit because
A. they make you to eat less food B. they make you go to the gym
C. they make you more active

6 Pets help you in being in good health because
A. your blood pressure is maintained B. you don't have to visit your doctor
C. you care about your pet a lot

ANSWERS

Task 1

1. (b) The crash was a consequence of collision with a cliff
2. (c) Postal department
3. (c) bicycles
4. (b) Landing of Curiosity
5. (c) It allows parents to block out certain programmes, so their children cannot watch them.

Task 2

1. (a) True (b) False (c) True
2. (a) employing people/generating employment (b) Wise; responsible

Task 3

1. (a) are very important for libraries
2. (c) business
3. (c) there is a lack of interest in books
4. (a) makes research easier for them
5. (a) interest
6. (a) decreasing with young audiences
7. (b) encourage people to read more
8. (c) Historical films
9. (b) we think about how to use electronic media
10. (b) take interest in electronic media, films and internet

Task 4

Friend	Statement
1	B
2	D
3	A
4	G
5	E

Task 5

1. C 2. B 3. A 4. C 5. C 6. A

SPEAKING SKILLS

Speaking skill has acquired a very important place as a communication skill. Like listening skill, a number of sub-skills of speaking need to be consciously developed among students. Some of the sub-skills which can be assessed are as follow

- Speaking intelligibly using appropriate word stress, sentence stress and intonation patterns.
- Narrating incidents and events, real or imaginary in a logical sequence.
- Presenting oral reports or summaries; making announcements clearly and confidently.
- Expressing and arguing a point of view clearly and effectively.
- Taking active part in group discussions, showing ability to express agreement or disagreement, summarising ideas, eliciting the views of others and presenting own ideas.
- Expressing and responding to personal feelings, opinions and attitudes.
- Participating in spontaneous spoken discourse in familiar social situations.

General Instructions

1. The total administration time for the speaking assessment is approximately **10-12 min**.
2. The speaking assessment will be conducted for two students at a time.
3. There will be a single teacher to function as the examiner.
4. The examiner should be a qualified English teacher.

Role of Examiner

- The examiner should ensure that the room is quiet and has good acoustics.
- The tone, manner and body language of the examiner should be relaxed, encouraging and pleasant. Care should be taken to make the candidates feel at ease.
- Students must not be discouraged from making a fresh start in case they are unable to do so at the first attempt.
- The examiner needs to be flexible, sympathetic and reassuring in her/his demeanour.
- The examiner should also be a proficient user of the language in order to conduct the speaking assessment successfully. For example, the examiner should be skilled in elicitation techniques, so that questions such as... "Explain how"/"Why"..."Tell me what you think of " .... may be asked. Yes/ No questions should generally be avoided.
- Ideally, the examiner should award marks after the candidates have left the examination room. If necessary, notes can be made discreetly to be used later in the scoring, so that it does not make the candidates unduly tense and self-conscious.

The Speaking Assessment is divided into three stages

Stage 1 General Introduction

The aim of this introductory task is to put the candidate at ease through some general, open-ended questions, thereby creating a space for the candidate to respond with personal feelings and opinions. Simple warm up questions based on the candidate's name, place of residence, leisure preferences etc are asked.

Stage 2 Topic Presentation

This can take the form of PowerPoint/ OHP presentations, book reviews, debates, speech etc. The focus of this task is to assess a candidate's ability to sustain a straightforward, subjectwise description, mapped out in a fluent and cohesive style.

In this section, the examiner gives each candidate the choice to pick up a Role Card or a Cue Card with a topic written on it. The candidates are given 1 minute to prepare. The examiner should be ready with sheets of paper and a pencil. Candidates may organise their thoughts and ideas. Prior to the day of the speaking assessment, as an assistance to students to prepare for the presentations, the teacher can give a choice of 20 to 30 topics in class to students so that they can prepare presentations based on the topics and organise their ideas. Similar topics can be given in the actual; assessment.

Students are not allowed to write full length answers. They may jot down points only in the sheets given by the examiner. Therefore, a pencil and sheet of paper should be provided on the table. Students are not allowed to carry pen, paper or mobile phone to the examination room. After a minute for making notes, each student will be given 2 minutes each to present his/ her ideas. In case a student is unable to speak during/ for the allotted time, the Examiner may ask some rounding off questions.

Stage 3 Problem Solving (Pair Interaction)

The third section of the test is for 3 minutes. Both students are given a verbal or visual stimulus and asked to respond to it. Both the students are given a total of 3 minutes to interact. Both of them will talk together. After 2 minutes the examiner can ask questions based on their discussion.

Closing

The closing is for 1 minute duration only. In case a student has not been able to speak or has been unable to speak owing to nervousness, the dominance of the second candidate or any other factor, then the examiner may use the 1 minute to give a fresh opportunity to that student.

CBSE Assessment of Speaking and Listening (ASL) **Descriptors for Assessment of Speaking**

Interactive Competence	**5**	**4**	**3**	**2**	**1**
Task Management	Contributions are highly effective and fulfil the task. Can fulfil the communicative functions of the level with spontaneity.	Contributions are effective and fulfil the task. Can fulfil the communicative functions of the level.	Contributions are adequate and fulfil the task. Can fulfil functions of the level but may not do so consistently.	Contributions are limited and there is some attempt at the task which is not fulfilled and/or may be repetitive.	There is almost no contribution and/or contributions may not be related to the task.
Initiation and Turn-taking	Is prompt to initiate discussions on the themes/ functions at the given level appropriately. Contributes spontaneously to keep the interaction going; takes turns appropriately.	Is easily able to initiate discussions on the themes/ functions at the given level appropriately. Contributes effectively to keep the interaction going and takes turns appropriately.	Is able to initiate discussions on the themes/ functions at the given level. Makes an effort to keep the interaction going; takes turns.	Struggles to initiate discussions on the themes/functions at the given level. Makes little effort to keep the interaction going;	Does not initiate discussions. Makes no effort to keep the interaction going.
Appropriacy and Relevance	Speaks with a clear sense of purpose and audience in both formal and informal situations. Contributions are always appropriate to the context/ situation.	Speaks with a fair sense of purpose and audience in both formal and informal situations. May be less confident in normal situations.	Speaks with an awareness of purpose and audience may not adapt register effectively. Contributions are appropriate to the context/ situation.	Has unclear sense of purpose and may be unable to adapt register. Contributions may be unconnected to the context/ situation.	Has hardly any sense of purpose and cannot adapt to register.

Fluency	5	4	3	2	1
Cohesion and Coherence Speed of Delivery	Presents information in a logical sequence of linked utterances with a clear connection between ideas, arguments and statements. Uses a range of cohesive devices. Speak fluently with minimal hesitation. Intelligible speed of delivery.	Presents information in a logical sequence of linked utterances with a connection between ideas, arguments and statements. Uses with ease some cohesive devices. Speaks fluently with some hesitation. Intelligible speed of delivery.	Presents information generally in a logical order but overall progression may not always be clear. Uses a range of cohesive devices but some over/under use. Coherence may be affected by hesitancy or rephrasing. Intelligible speed of delivery.	Presents information but without clear progression. Uses limited cohesive devices repetitively. Severe hesitation may impede communication. Speed of delivery impedes understanding.	Presents information with no progression and/or little control of organisational features. May use only isolated words and phrases.

Pronunciation	5	4	3	2	1
Pronunciation, Stress and Intonation	Has clear, natural pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content and meaning.	Has pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content and meaning.	Is intelligible though there are examples of some mispronunciation. Tries to speak, varying stress and intonation according to task, content and meaning.	Is not always intelligible and the listener may have to ask for repetition from time to time. Flat intonation and/or inappropriate stress for the task, content or meaning	Is not intelligible.

Language	5	4	3	2	1
Accuracy	Uses a range of grammatical patterns with accuracy, including some complex forms. Makes only negligible errors.	Uses a range of grammatical patterns with accuracy, including few complex forms and makes only noticeable errors.	There may be some mistakes which affect meaning but there is an attempt to correct most of these mistakes.	There are mistakes which affect meaning but there is hardly an attempt to correct these mistakes.	Communicates with fragments of words and structures but does not manage to bridge the gaps or correct his/her mistakes.
Range	Uses an expressive and appropriate range of structures, words and phrases on topics appropriate to the level and to deliver an effective message.	Uses an expressive and appropriate range of words and phrases on topics appropriate to the level. These may be repetitive.	Can use the language of the level but is repetitive. May search for words with the risk of the message becoming weaker.	Uses basic, simple words and phrases for the level. There may be an effort to find suitable words, which may hamper the message.	Uses simple, isolated words for the level. There is little effort to find words.

AN OVERVIEW OF SPEAKING TEST

☑ STAGE 1

1 INTRODUCTION (1 min)

Section Time	Procedure
10 secs	**Examiner** Hello, please sit down. My name is X. What's your name? *(to Candidate A)* And what's your name? *(to Candidate B)* So your names are *(name and serial number A)* and *(name and serial number B)*.
25 secs	*(Candidate A)*, tell me something about *(e.g. where you live)*. Candidate A responds.
25 secs	*(Candidate B)*, tell me something about *(e.g. your school)*. Candidate B responds.

☑ STAGE 2

2 TOPIC PRESENTATION (4 min)

Section Time	Procedure
5 secs	**Examiner** Now *(Candidate A)*, you are going to tell us about your topic. When you have finished, *(Candidate B)* will ask you a question and then I will ask you some more questions. Would you like to begin please?
1 minute	Candidate A speaks.
15 secs	**Examiner** Thank you. *(Candidate B)* can you ask *(Candidate A)* a question please? Candidate B asks question; Candidate A responds.
40 secs	**Examiner** asks 2 or 3 follow-up questions as appropriate from the topic prompt list **Stage 2 example follow-up questions** How often do you ……… ? Why? When you ……… do you ……… ? Why do think ……… is important?
5 secs	**Examiner** Thank you. Now *(Candidate B)*, you are going to tell us about your topic. When you have finished, *(Candidate A)* will ask you a question and then I will ask you some more questions. Would you like to begin please?
1 minute	Candidate B speaks.
15 secs	**Examiner** Thank you. *(Candidate B)* can you ask (Candidate A) a question please? Candidate A asks question; Candidate B responds.
40 secs	**Examiner** asks 2 or 3 follow-up questions as appropriate from the topic prompt list.

STAGE 3

3 PROBLEM SOLVING (3 min)

Section time	Procedure
25 secs	**Examiner** Thank you. Now let's go to the next task. I'm going to give you a card which has information about a problem. I'd like you to read the information and then discuss together how you are going to solve the problem. You have 2 minutes to do this. Here is your problem. **Stage 3 sample problem solving card** *Your classmates have not been keeping the school tidy. After lessons there is litter in the classrooms and in the halls.* *With your partner, discuss this problem and decide what you can do to make the school a nicer, cleaner place for everyone.* Candidates read card (20 secs) then asked to start speaking.
2 mins	Candidates discuss the problem and a solution.
35 secs	**Examiner** OK, can you stop now please. Option A (for candidates who have reached a solution). Thank you. (Move straight on to a question) Option B (for candidates who have not reached a solution). Can you agree on a solution ? What is it? Candidates explain. Then examiner asks 1 or 2 follow-up questions as appropriate from the list of problem solving prompts. **Stage 3 example follow-up questions** • Do you think your (solution) will be effective enough? Why?/Why not? • What role do you think ……… plays in this problem? Why? • ……… sounds interesting. Could you tell me more about that/this? Please stop here. That's the end of the test. Thank you and goodbye.

PRACTICE ASSIGNMENT

Instructions

1. The speaking test will be conducted for two students at a time.
2. Students should not have pen, paper, mobile, etc.
3. The teacher will act as the Examiner (who is involved in a conversation) as well as an assessor who will also give marks to the candidates.

☑ STAGE 1

1 GENERAL INTRODUCTION (1 min)

The Examiner makes the students feel comfortable.

Examiner Hello! Good morning, I am .... May I know your name please?
Student A My name is ..../ I am ....
Examiner And yours? *(Looking at student B)*
Student B ....
Examiner Where do you live? *(To student B)*
Student B ....
Examiner How about you? *(To student A)*
Student A ....
Examiner What do you do in your leisure? *(To student A)*
Student A ....
Examiner And what do you do in your free time? *(To student B)*
Student B ....
Examiner What hobby would you like to cultivate? *(To student A)*
Student A ....
Examiner How about you? *(To student B)*
Student B ....

☑ STAGE 2

2 PRESENTATION (5 min) In this part of the test, teacher will give 1 min to prepare and 2 min each to both students to present

The oral examiner can frame any input; the following two frames are suggested

1. **To student B** Describe something that you own and you value tremendously. You have 1 min to prepare and 2 min to present.
   - Where did you get it from?
   - What do you use it for?
   - How long have you had it?
   - Why is it so important for you?

   If the student is not able to speak at length, the teacher could ask rounding off questions.
   - Did you buy it/ was it a gift?
   - Is it valuable in term of money?
   - Would it be easy to replace it?

2. **To student A** You will be given 1 minute to prepare based on your most memorable journey and you will have 2 minutes to describe your journey. (Each student is given 2 minutes to present.)

For Student A

- Where did you travel to?
- What was the highlight of your visit? (monument/ temple/park/relatives)
- Which place would you like to visit next?
- Why are such journeys relaxing?

If the student is not able to speak at length the teacher could ask rounding off questions

- Was it a trip organised by the school?
- Did you go with the family?
- Was it a place you had never seen before?
- What fascinated you?

Ask student B to ask a question.

To student A (Repeat)

Qualities that I Value in a Friend

For Student B

- Qualities I like in a friend?
- How many of these qualities do I have?
- Why do I consider these qualities important?
- What is that one quality that I would like to inculcate?

If the student is not able to speak at length, the teacher could ask rounding off questions

- Do you have a lot of friends?
- Why do your friends care for you?
- Why did you pick on them?

Ask student A to ask a question.

Changing Role of Women

- Varied jobs
- Financial security
- Working mothers
- Economic/social independence

If the student is not able to speak at length, the teacher could ask rounding off questions.

- Do women in your family work outside the house?
- Do you appreciate women working? Why?
- Do you think the advantages outweigh the disadvantages?

☑ STAGE 3

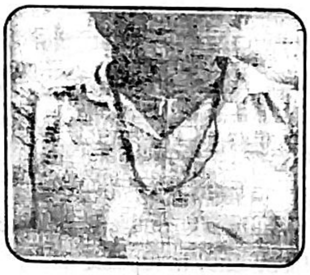
3 PROBLEM SOLVING (3 min)

(a) **Teacher to both students A and B**

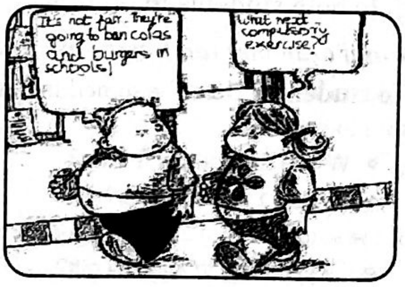
Look at the visual carefully. Talk together for 2 mins.

Students are given 1 min to think and prepare. And then they respond to the visual/ verbal stimulus.

1. **Child Marriage**



2. **Growing Obesity**


It's not fair. They're going to ban colas and burgers in schools!
What next - compulsory exercise?

Verbal Stimulus

3. **How do you imagine life in cities in the future?**
The examiner can give the following hints
- Work
- Leisure/Entertainment
- Travel

4. **What responsibilities do you think individuals have towards the environment?**
The examiner can give the following hints
- Lifestyle
- Shopping
- Finance

CLOSING (1 min)

Thank you very much. That was the end of your test. The examiner retrieves the pencil and paper.

SUGGESTED TOPICS FOR PRESENTATION

1 Violent Computer Games Should be Banned
2 My Choice of a Career
3 E-learning
4 Demonetisation
5 Gender Discrimination
6 Peer Pressure—*Harmful or Beneficial*
7 Beauty Pageants Just a Way of Objectifying Women
8 Bullying
9 Problem of Child Abuse
10 Honour Killings in India
11 Beggary Business
12 Drug Abuse
13 Extreme Sports—*The Risks and the Thrill*
14 Uniforms are Better
15 Animal Dissection Should be Banned
16 Should Juveniles be Tried as Adults?
17 Are Social Networking Sites doing us Any Good?
or Are They Just a Sophisticated Way of Stalking People?
18 Are Security Cameras an Invasion of Privacy?
19 News Channels have Turned into Entertainment Channels
20 Caste System has Completely Ruined Us

SUGGESTED QUESTIONS FOR PROBLEM SOLVING TASK

1 Some of your classmates persuade you to watch a movie after school hours. However, your parents have instructed you to come straight home after school hours. Now you are worried that the other students will laugh at you if you tell them the truth. With your partner, discuss what you should do in the situation.

2 The drinking water taps on the ground floor of your school building are not working properly. Water is always found to be leaking from one tap or the other. With your partner, discuss this problem and decide what you can do to reduce the wastage of water.

3 Some of the senior boys are often seen bullying their juniors. It has caused fear among the students and they perform the tasks given to them out of terror. With your partner, discuss what could be done to help them.

SAMPLE QUESTION PAPER 1

A Highly Simulated Sample Question Paper for CBSE Class X

English Language and Literature

General Instructions

1. This question paper is divided into two parts.
   - Part – A 40 Marks
   - Part – B 40 Marks
2. All questions are compulsory.
3. Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them.
4. Do not exceed the prescribed word limit while answering the questions.

Time : 3 hours *Max Marks : 80*

PART – A (40 MARKS)

READING

(20 Marks)

1. *Read the passage given below carefully.*

1. Some people get emotional satisfaction from talking about how awful other people are. But research has found that when you talk negatively to, say, a friend about how awful a colleague is, the listening friend is more likely to associate the negativity to you rather than to the person you're describing. Researchers call this 'spontaneous trait transference'. So, it's best to go easy on bad-mouthing others because it may backfire anyway.

2. It takes a big person to accept outwardly and inwardly that they screwed up. I'm not saying we should never blame other people. Sometimes others are at fault and they need to know it and stand up. But being able to accept responsibility when that's right means we actually become less helpless and passive.

3. If everything is someone else's fault, then what part do I play in my own life? Are my actions entirely without consequence? Am I that powerless? Or do all my actions only lead to good outcomes?

4. Knowing we can accept responsibility when things go wrong means we can also accept credit when things go well. We do, as individuals, have an effect on life; and that's a good thing.

5. But we need to develop the capacity to be objective enough about ourselves to avoid assuming we could never possibly have created problems ourselves. We also need to distinguish between accepting responsibility and punishing ourselves unduly.

6. If you are used to just dishing out the blame and not accepting your part, remember the research that shows being able to apologise in relationships makes them much more likely to last and thrive.

   Don't always be too quick to blame yourself, but, just now and then, admit to co-workers or your partner or friend that, yes, you too are human and you made a mistake. People will respect you for it.

7. Ever noticed how some people get more hung up on assigning blame than actually fixing a problem? If people feel you blame them unfairly, they will resent you. They may even come to hate you. People instinctively hate injustice. People can be shouted at, cursed at, and blamed, but still not know what it is they did wrong.

8. As the wise Roman emperor, Marcus Aurelius, said, "How much more grievous are the consequences of anger than the causes of it." Life is full of people who take emotional shortcuts and blame other people unfairly or aggressively; for the sake of the human race, don't be one of them. But I wouldn't blame you if you were.

On the basis of your reading of the passage, answer any ten of the following questions. **(1 × 10 = 10)**

(i) As per the author, we as individuals have an .... on ....

(a) affect, living (b) effect, strife (c) affects, lives (d) effect, life

(ii) Which of the following gives the correct meaning of 'screwed-up' as used in the passage?

(a) To make a minor mistake. (b) To make a serious mistake.

(c) To spoil a situation. (d) Both (b) and (d)

(iii) If you blame someone unfairly, he/she will .... you.

I. resent II. like

III. hate IV. advocate

V. compliment

(a) I and III (b) II and V (c) IV and II (d) IV and V

(iv) In the following passage, the author urges us to

(a) ignore the role we play in our lives.

(b) criticise and blame others.

(c) reflect on the role we play in our lives.

(d) never blame anyone even if they are wrong.

(v) Select the option that makes the correct use of 'fault', as used in the passage.

(a) Surveyors say that the fault line is capable of generating a major earthquake.

(b) A fault is committed in tennis when the server hits the net with the ball.

(c) Rupam is the one who is always finding fault with something or someone.

(d) A fault is a fracture or zone of fractures between two blocks of rock.

(vi) 'Punishing ourselves unduly' means

(a) less than is necessary, acceptable or reasonable.

(b) more than is necessary, acceptable, or reasonable.

(c) promptly.

(d) unknowingly

(vii) The author explains the importance of accepting our mistakes by giving the example of

(a) emotional satisfaction. (b) how awful a colleague is.

(c) punishing ourselves unduly. (d) apologising in relationships.

(viii) What objective quality should we develop?

I. To criticise others when it is necessary.

II. To blame ourselves when it is something else's fault.

III. To assume we could never create problems ourselves.

IV. To avoid thinking that we could never create problems ourselves.

(a) I and II (b) Only III (c) Only IV (d) II and IV

(ix) Which of the following will be a suitable title for the passage?

(a) The Blame Game (b) Spontaneous Trait Transference

(c) How and When to Blame? (d) Accept It when you're Wrong

(x) Which word is an antonym of 'distinguish' as used in Para 5?

(a) Confuse (b) Unite (c) Lose (d) Allow

(xi) Which of the following is good for maintaining healthy relationships?

(a) Accepting your part and apologising (b) Sharing things

(c) Caring for the partner (d) Blaming the partner

(xii) The meaning of the quote in the last para of the passage is

(a) the consequences of anger are worse and more hurtful than its cause.

(b) there are no consequences of anger.

(c) the consequences of anger do not matter in the long run.

(d) the consequences of anger are less trustful than its cause.

2. *Read the passage given below carefully.* (10)

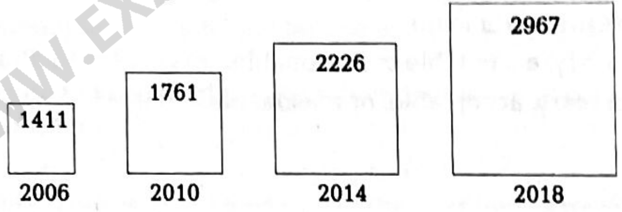
The white tiger is an offspring of Bengal tiger, which has the necessary gene for white coloring. It has beautiful black stripes on a white coat. This species of animal has blue eyes and a pink nose.

A pure white tiger is totally white without any stripe, which is due to the presence of double recessive allele in the genetic code. It happens only in the Bengal tiger subspecies and only one in 10,000 births can have it naturally. White tigers are rarely seen in the wild and only twelve of them have been spotted in India since last one-hundred years. Tigers have a life-span of 10-15 years. They are solitary animals and are fond of hunting at night. Their diet consists of any animals that they can catch and can eat up to 40 pounds of meat at one time. After such a big meal, they usually remain away for several days from food.

They are slow runners, but good swimmers. They are poor climbers and cannot climb a tree easily. They live in an area ranging from 10 to 30 square miles depending upon the availability of prey, water and shelter. Habitat loss, poaching and expansion of human population have together contributed to their becoming endangered. They are widely hunted for their body-parts, which are used in traditional Chinese medicines.

Genetic inbreeding is another reason for their endangerment. Due to shortage in their number, this species of animal has been subjected to inbreeding. It has resulted in high mortality rates and severe disabilities. About 80 per cent of the white tiger cubs are born with serious birth-defects related to inbreeding and they soon die-off.

The critical condition of this animal has attracted the attention of conservationists worldwide. World Wildlife Federation (WWF), defenders of wildlife and many other wildlife organisations are working with the support of the government for the cause of protecting them from becoming extinct. Once they become extinct, it will not be possible to bring them back to life.



On the basis of your reading of the passage, answer any ten of the following questions. (1×10=10)

(i) Which of the following is NOT present in white tigers?

(a) White colouring gene (b) Double recessive allele in genetic code

(c) Blue eyes (d) Pink nose

(ii) What is the percentage chance of producing a pure white offspring?

(a) 0.1% (b) 0.001% (c) 0.01% (d) 0.0001%

(iii) What is the least possible reason for hunting white tigers?

(a) Their body parts are used in traditional Chinese medicines.

(b) They are hunted for fun.

(c) They are hunted for their fur.

(d) Tiger's meat is very commonly consumed in many countries.

(iv) Choose the codes which shows how inbreeding is harmful for white tigers?

I. Causes high mortality rates.

II. Causes severe disabilities.

III. Causes serious birth defects.

IV Causes recessive gene to become dominant

(a) 1, 2 and 4 (b) 1, 2 and 3 (c) 2, 3 and 4 (d) Both 2 and 4

(v) Imagine a case where you happen to encounter a white tiger. The tiger is just about to pounce on you. In such a case what would be your possible reaction, based on the information given in the passage?
(a) You will try to climb a tree
(b) You will swim away in the nearby lake
(c) You will run away from the tiger
(d) You will stand still

(vi) Why do tigers remain away from food for several days?
(a) They do not like to have food daily.
(b) They consume 40 pounds of meat at once.
(c) They do not feel hungry everyday.
(d) They consume 80 pounds of meat at once.

(vii) Although there is an increase in tiger population over the years yet they are endangered because,
I. Of illegal poaching
II. Keeping them in the zero
III. O genetic inbreeding
IV. Leaving them in the wild
(a) Both I and II
(b) Both II and III
(c) Both I and IV
(d) Both II and IV

(viii) The population of tigers has increased by .... in 2018 from 2010.
(a) 1261
(b) 1245
(c) 741
(d) 1566

(ix) Choose the statement which is NOT TRUE in accordance with the passage.
I. Genetic inbreeding is an advantage for tigers
II. Tigers are very good swimmers.
III. Pure white tigers are a result of presence of a double recessive allele in the genetic code.
(a) Only III
(b) Both I and III
(c) Only I
(d) Both I and II

(x) Which of the following organizations work in support of the government to conserve tigers?
(a) World Health Organisation (WHO)
(b) World Wildlife Federation (WWF)
(c) World Wide Fund (WWF)
(d) People for the Ethical Treatment of Animals (PETA)

(xi) How many white tigers have been seen since last 100 years?
(a) Hundred
(b) Ten
(c) Eighty
(d) Twelve

(xii) How much is the living area of a tiger?
(a) 10-30 sq. miles
(b) 30-50 sq. km
(c) 10-30 sq. km
(d) 40-60 sq. miles

LITERATURE TEXTBOOKS

(10 Marks)

3. *Read the extract given below carefully and aswer the questions that follow.* **(1 × 5 = 5)**

That day had come about through the unimaginable sacrifices of thousands of my people, people whose suffering and courage can never be counted or repaid. I felt that day, as I have on so many other days, that I was simply the sum of all those African patriots who had gone before me. That long and noble line ended and now began again with me. I was pained that I was not able to thank them and that they were not able to see what their sacrifices had wrought.

(i) The speaker is talking about the occasion of ....
(a) colonialism of South Africa
(b) independence of South Africa
(c) end of Apartheid
(d) Trade negotiations

(ii) The people of South Africa had suffered from ....
(a) apartheid
(b) internal protests
(c) poverty
(d) dictatorship

(iii) Who does 'I' represent in the given extract?
(a) Zenani
(b) Nelson Mandela
(c) Mr FW de Klerk
(d) Oliver Tambo

(iv) Who represent 'the long and noble line' ?
(a) Nelson Mandela
(b) African Patriots
(c) African Tribes
(d) None of these

(v) Which of the following expressions does not signify the correct usage of the word 'wrought'?

I. Wrought major change
II. Wrought havoc
III. Wrought cities
IV. Wrought iron

(a) Option (I) (b) Option (II) (c) Option (III) (d) Option (IV)

Or

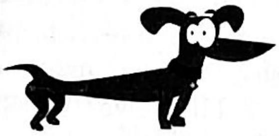
And did you cut down on the sweet things as I told you? "Oh, I did for a bit, but he seemed to be so weak I had to relent. He does love cream cakes and chocolates so, I cant bear to refuse him. I looked down again at the little dog. That was the trouble.

(i) What sweet things are being referred to in the extract?
(a) Cream cakes and chocolates (b) Biscuits and toffees
(c) Sugar and ice creams (d) Sweet breads

(ii) Why does the speaker enquire if the sweet things have been cut down?
(a) Because these were essential for Tricki.
(b) Because these were spoiling Tricki's health.
(c) Because these things will be helpful for Tricki's recovery.
(d) None of the above

(iii) What is the meaning of the phrase 'cut down'?
(a) To regain the quantity of something. (b) To reduce the quantity of something.
(c) To increase the quantity of something. (d) To balance the quantity of something.

(iv) Choose the answer that lists the correct option about the trouble with the dog.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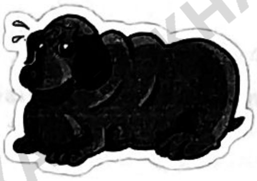
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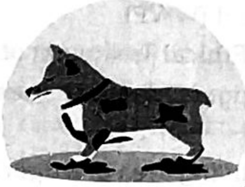
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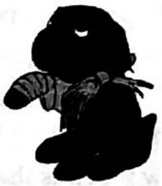

(4)

(a) Option (1) (b) Option (2) (c) Option (3) (d) Option (4)

(v) What does the given lines tell us about Mrs Pumphrey?
(a) She was very rich (b) She pamphered Tricki
(c) She did not like the doctor (d) Both (a) and (b)

4. *Read the extracts given below and answer the following questions.* (1 × 5 = 5)

Has given my heart
A change of mood
And saved some part
Of a day I had rued.

(i) Of what change does the poet mention here?
(a) Change of mood (b) Change of desire
(c) Change of nature (d) Change of weather

(ii) What changed made the poet feels that the day was rued?
(a) Fight with roommate (b) A professional rejection
(c) His illness (d) Can't say

(iii) How has the poet mood changed?
(a) From sadness to happiness (b) From anger to regret
(c) From happiness to sadness (d) From anger to happiness

(iv) The word that DOES NOT indicate anything about the poet's mood is
(a) change (b) saved (c) heart (d) rued

(v) What is the rhyme scheme of the given extract?
(a) aabb (b) abab (c) acbc (d) free verse

Or

He hears the last voice at night
The patrolling cars and stares with his brilliant eyes
At the brilliant stars.

(i) 'He' in the above stanza is ....
(a) lion (b) tiger (c) bear (d) hyena

(ii) The word 'stares' DOES NOT have a meaning similar to
(a) study (b) gape (c) vacant (d) gaze

(iii) The tiger's eyes shine like stars because he is ....
(a) hopeful (b) enigmatic (c) sad (d) Both (a) and (c)

(iv) Who has composed the above lines?
(a) Robert Frost (b) Robin Klien (c) Walt Whitman (d) Leslie Norris

(v) Which of the following may not be a purpose of patrolling cars that the animal sees?
(a) To set him free.
(b) To check for any problems.
(c) To make sure all animals are calmly sleeping.
(d) To make sure that the place is clean for the next day.

WWW.FAMSAKHA.IN

GRAMMAR

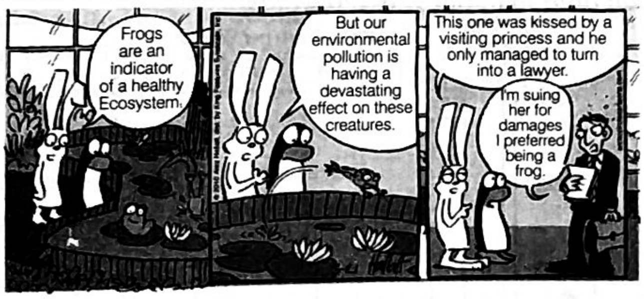
(10 Marks)

5. *Fill in the blanks given below with the help of options that follow.* **(1 × 3 = 3)**

What we call life is a very complex affair. It is not simply eating, reproducing and finally dying. Every creature *(i)* .... these. Man has to lead a highly complicated life. It is like *(ii)* .... through a maze and coming out. He is an economic being and a social animal. He has to earn, make a home, look after his people and (iii) .... to his obligations to the society and the Government. So, in order to be successful he has to develop certain qualities.

(i) (a) is doing (b) will do (c) does (d) do
(ii) (a) gone (b) going (c) went (d) making
(iii) (a) attend (b) attends (c) will attend (d) attending

6. *Choose the correct options to fill in the blanks to complete the narration.* **(1 × 3 = 3)**


Frogs are an indicator of a healthy Ecosystem.
But our environmental pollution is having a devastating effect on these creatures.
This one was kissed by a visiting princess and he only managed to turn into a lawyer.
I'm suing her for damages I preferred being a frog.

Jackie in his children comics for environment *(i)* .... comic strip. He could understand that frogs indicate a healthy ecosystem. He also understood that the environmental pollution prevalent in his time *(ii)* .... on them. The next box was something about frog and princess which *(iii)* .... was very irrelevant to the issue.

(i) (a) saw the given (b) see the above (c) had seen the (d) have been seeing
(ii) (a) have a lasting (b) has been having a lasting affect
(c) has a lasting effect (d) is having a lasting effect
(iii) (a) for him (b) according to he (c) to him (d) according to him

7. *Fill in the blanks by choosing the correct option for any four of the six sentences given below.* (1 × 4 = 4)

(i) Water has a moderating effect on temperature, ... summer and midday heat, and winter and midnight cold.

(a) diminished (b) having diminished (c) being diminished (d) diminishing

(ii) They could easily afford to stay at the best hotels, ... they preferred to stay at small family run guest houses.

(a) as (b) yet (c) for (d) therefore

(iii) The police found .... counterfeit money as well as guns at the gang's headquarters.

(a) a large amount of (b) several more (c) only a few (d) a number of

(iv) While the battle .... out in the open, the technological capability of the coalition forces .... them to lead.

(a) had been fought, was giving (b) was fought, would give

(c) was being fought, gave (d) would have been fought, will give

(v) ...... of the area managers is going to report his total sales to head office ...... two weeks.

(a) All, each (b) Any, all (c) Every, several (d) Each, every

(vi) .... how careful I try to be throughout the month, I always seem to run out of money before I get paid.

(a) Whenever (b) Even though (c) No matter (d) In case

PART - B (40 MARKS)

WRITING

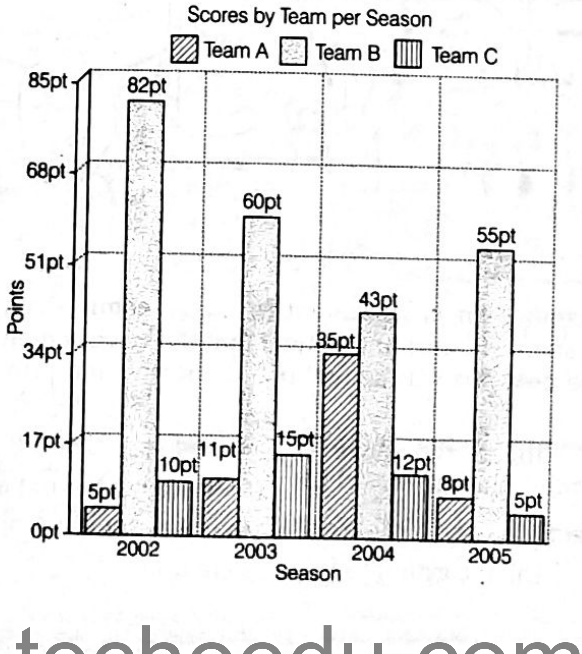
(10 Marks)

8. *For the past seven days, you were late for work due to some unavoidable issues at home. Write a letter to your manager explaining the situation, why you were late for work for several days. (100-120 words)* (5)

Or

You live in a room in college which you can share with another student. However, there are many problems with this arrangement and you find it very difficult to work. Write a letter to the accommodation officer at the college explaining the situation and requesting an earliest redressal. (100-120 words)

9. *The bar chart shows the scores of teams A, B and C over four different seasons. Write an analytical paragraph on the given data in about 100-120 words.* (5)



Or The table illustrates the proportion of monthly household income five European countries spend on food and drink, housing, clothing and entertainment. Using the given data, write an analytical paragraph in 100-120 words.

Proportion of Household Income of Five European Countries Spend on Food and Drink, Housing, Clothing and Entertainment

	Food and drink	Housing	Clothing	Entertainment
France	25%	31%	7%	13%
Germany	22%	33%	15%	19%
UK	27%	37%	11%	11%
Turkey	36%	20%	12%	10%
Spain	31%	18%	8%	15%

LITERATURE TEXTBOOKS

(30 Marks)

10. (a) Answer any two of the following questions in 20-30 words each. **(2 × 2 = 4)**
    (i) How does the boy feel at the loss of his ball? (The Ball Poem)
    (ii) Where does Lomov visit in formal clothes? What is the purpose of his visit?
    (iii) Why did Valli keep standing in front of the door?

    (b) Answer any two of the following questions in 20-30 words each. **(2 × 2 = 4)**
    (i) 'Anil walked away. I followed casually'. Why do you think the narrator followed Anil?
    (ii) Why did Griffin go to Iping in the cold season?
    (iii) Why the lawyer was sent back to New Mullion? Who went with him?

11. (a) Answer any two of the following questions in 40-50 words each. **(3 × 2 = 6)**
    (i) According to the poet, what do 'fire and ice' represent? Do you agree with him?
    (ii) What tells you that Anne loved her grandmother?
    (iii) Describe the magnificent views of the tea estate with reference to the lesson, 'Tea from Assam'. (Glimpses of India)

    (b) Answer any two of the following questions in 40-50 words each. **(3 × 2 = 6)**
    (i) How did Matilda come to know about the reality of the diamond necklace?
    (ii) What other interests, besides science, did Richard Ebright pursue? What opinion did Mr. Weiherer, his social studies teacher, have about Ebright?
    (iii) Why did Bholi not want to go to school?

12. *Answer the following question in 100-120 words.* **(5)**
    What message does Anne convey through her diary?

Or

Valli posed herself to be very confident when the conductor offered her help to ride the bus. Later on she felt shy when all laughed at her.

What does this tell you about Valli's character? What do we learn from her character?

13. Answer the following question in 100-120 words. **(5)**
    Do you think that over-pampering by Mrs Pumphrey was the main reason for Tricki's ailment? Explain.

Or

The hack driver appears to be humble, co-operative and friendly but as a matter of fact he is not. Explain this fact in context of the story 'The Hack Driver' that appearances can be deceptive.

Answers

1. (i)
(ii)
(iii) (a) 1 and 3
(iv) (c) reflect on the role we play in our lives.
(v) (c) Rupam is the one who is always finding fault with something or someone.
(vi)
(vii) (d) apologising in relationships.
(viii) (c) Only 4
(ix) (d) Accept It When You're Wrong
(x)
(xi) (a) Accepling your part and apologising
(xii) (a) the consequences of anger are worse and more hurtful than its cause.

2. (i) (b) Double recessive allele in genetic code
(ii) (c) 0.01%
(iii) (d) Tiger's meat is very commonly consumed in many countries
(iv) (b) 1, 2 and 3
(v) (a) You will try to climb a tree
(vi) (b) They consume 40 pounds of meat at once
(vii) (d) Both 2 and 3
(viii) (a) 1261
(ix) (b) Only 1
(x) (b) World Wildlife Federation (WWF)
(xi) (d) Twelve
(xii) (a) 10-30 sq. miles

3. (i) (b) independence of South Africa
(ii) (a) apartheid
(iii) (b) Nelson Mandela
(iv) (b) African Patriots
(v) (c) Option 3

Or (i) (a) Cream cakes and chocolates
(ii) (b) Because these were spoiling Tricki's health.
(iii) (b) To reduce the quantity of something.
(iv) (b) Option (2)
(v) (d) Both (a) and (b)

4. (i) (a) Change of mood
(ii) (d) Can't say
(iii) (a) From sadness to happiness
(iv) (c) heart
(v) (b) abab

Or (i) (b) tiger
(ii) (c) vacant
(iii) (d) Both (a) and (c)
(iv) (d) Leslie Norris
(v) (a) To set him free.

5. (i) (c) does
(ii) (b) going
(iii) (a) attend

6. (i) (a) saw the given
(ii) (c) has a lasting effect
(iii) (d) according to him

7. (i) (d) diminishing
(ii) (b) yet
(iii) (a) a large amount of
(iv) (c) was being fought, gave
(v) (d) Each, every
(vi) (c) No matter

8. A-197, New deluxe Apartment
Pune
December 14, 20XX
The Manager
PQR enterprises
Pune
Subject Reason for getting late
Sir/Madam

I am writing to explain why I was late to the office for the last week. But first I would like to apologize to you for failing to show up at work on time during these past few days.

During the last week, I needed to take my elderly mother to a clinic in the morning as she had suffered a heart attack and needed immediate medical attention. To complicate the situation even further, my elder sister had been out of the town for almost the whole last week for some professional training, arranged by his office. Therefore, I alone had to take care of all kinds of household works, including cooking and cleaning, at home for my whole family.

So, as you can see from the explanation above, my whole last week has been very hectic which caused me to arrive late at my work. Rest assured that I will be at work on time from now on.

Thanking You

Yours faithfully

Ajeet Chauhan

Or

Hostel Number F
Dehradun

10 August, 20XX

Accommodation Officer
ABC University
Dehradun

Subject Problems with roommate

Sir/ Ma'am

My name is Aisha Khurana and I live in room F-202, which is shared with another student. I am writing this letter to notify you of my concerns about my current roommate, who is making my stay in the college hostel difficult. I am having unavoidable and unmanageable problems due to her activities and those are impacting my study badly.

My previous housemate was rational, extremely cooperative and inclined to studies. However, my present roommate is a completely opposite. She is always throwing parties in the room without any prior information. She also plays loud music in the late hours. She is two years senior to me and I cannot protest her irrational behaviours due to which my studies are being hampered.

My semester final is approaching and I would like you to shift either me or my roommate to another room. I do not mind the room type as long as it is quiet and favourable for studies.

Thanking you

Yours faithfully

Aisha Khurana

9.

Expertise of Team B

The given bar chart shows the scores of three teams, A, B and C, in four consecutive seasons. It is evident from the chart that team B scored far higher than the other two teams over the seasons, though their score decreased as a whole over the period.

In 2002, the score of team B far exceeded that of the other two teams, standing at 82 points compared to only 10 for team C and 5 for team A. Over the next two years, the points for team B decreased, dropping to 43 by 2004, but they still remained above the points for the other teams.

However, though team A and C's points were lower, they were rising. Team A's points had increased by 600% from 2002 to reach 35 points by 2004, nearly equal to team B. Team C, meanwhile, had managed only a small increase over this time. In the final year, team B remained ahead of the others as their points increased again to 55, while team A and C saw their point scores reverse and drop to 8 and 5, respectively.

Or

Dependence on Fast food

The table shows the amount of household income that five countries in Europe spend per month on four items. Overall, it is evident that all five countries spend the majority of their income on food and drink and housing, but much less on clothing and entertainment.

Housing is the largest expenditure item for France, Germany and the UK, with all of them spending around one-third of their income on this, at 31%, 33% and 37%, respectively. In contrast, they spend around a quarter on food and drink. However, this pattern is reversed for Turkey and Spain, who spend around a fifth of their income on housing, but approximately one-third on food and drink.

All five countries spend much less on the remaining two items. For clothing, France and Spain spend less than 10%, while the other three countries spend around the same amount, ranging between 11% and 15%. At 19%, Germany spends the most on entertainment, whereas UK and Turkey spend approximately half this amount, with France and Spain's spending between those other three countries.

10. (a) (i) The boy was very much troubled at the loss of his ball. His ball falls into water. He was very upset as he had a long association with the ball which cannot be brought with a new ball.

(ii) Lomov goes to the house of Chubukov in a formal dress. The purpose of his visit is to ask for the hand of Chubukov's daughter Natalya in marriage.

(iii) Valli keeps standing in front of the door as there were no playmates of her age on the street. So, she used to keep on watching the street outside her house.

(b) (i) The narrator followed Anil as his purpose of robbing Anil had not been served. He followed Anil to gain his trust and look for an opportunity that may help him give shape to his plans.

(ii) Griffin wanted to work on his scientific discoveries, besides this he was a lawless person. He wanted a place where no one could disturb him. So, he go to Iping in the cold season.

(iii) The lawyer was sent back to New Mullion to serve summons on Lutkins. He had failed in his mission earlier. This time another man who had worked with Oliver Lutkins was also sent with him.

11. (a) (i) According to the poet 'fire' represents 'desire' and 'ice' represents 'hatred'. I agree with the poet as both have the capability of destroying life. Desire like fire spreads and hatred fills one's whole life with poison ultimately leading to death and destruction.

(ii) Anne's statement that no one could understand her intensity of love for her grandma tells that she loved her grandmother a lot. Moreover, the touching gesture of lighting one candle for her grandmother during Anne's birthday is also a touching reminder of her love for her grandmother.

(iii) In the 16th century, tea came to Europe and was drunk more as a medicine than as a beverage. Assam has the largest concentration of tea plantations in the world. There are large groups of women with bamboo baskets on their backs. They pluck the newly sprouted tea leaves from the plants and store them in the baskets.

(b) (i) After many years, one day Matilda met Madame Forestier, who was surprised to see the change in Matilda. Matilda told her that it was all due to her necklace. Then Madame Forestier told Matilda that her necklace was false and cheap. That is how Matilda came to know the reality of the diamond necklace.

(ii) Other than science, Richard Ebright was interested in collecting rocks, coins and fossils and was also interested in star-grazing and astronomy. He was also a good debater, canoeist and expert photographer. Mr. Weiherer felt that Richard not only was interested in his experiments but also kept his mind open for other things and put in that extra effort to attain success.

(iii) Bholi did not want to go to school because she did not know anything about school. She became frightened as their old cow, Lakshmi had been brought out of the house and sold away. She did not wish to go to school but her father forced her and took her to school.

12. Anne's diary presents a remarkable description of the last two years in the life of a thirteen year old girl. This diary was a birthday present to her wherein she confided her innermost feelings. The diary became her confidant. She expressed her heart and revealed her inner self through the diary to find the comfort and support that she needed in the saddest moments of her life.

Through her diary Anne points to the fact that all of us have to pass through various stages of transition during our life cycle. At every stage, we need companions to confide with whether in the form of parents, siblings, relatives, friends, soul-mates or colleagues. But most of us being introvert and shy by nature might prefer to choose a diary as a safe and trustworthy companion. She also seems to express the desire for parents and elders to be more accomodating, friendly and liberal specially with teenagers so that they can be nurtured well.

Or Valli posed to be very confident in front of the conductor when he offered her help to ride the bus. This shows her confidence, intelligence and careful nature. But when everybody laughed at her, she felt shy. This shows that even though she was confident, she was innocent too. Being aware of that fact that she was travelling for the first time, she was taking every precaution not to be fooled by anybody.

Although she should not have travelled alone yet it was wise on her part to behave confidently. Sometimes, situations arise when a child has to travel or live alone. In such a situation, it is necessary for children to get training in order to be self-confident. She teaches us to be confident, compassionate and sympathetic towards others.

13. Undoubtedly, over-pampering by Mrs Pumphrey was the main reason behind Tricki's ailment. She fed him thrice a day or even more with fatty foods such as chocolates, creamcakes etc. All this over-feeding made Tricki inactive, fat, unhealthy and listless. He indulged in no physical activity at all. Whenever he became slow, he was given more to eat. This led to his serious ailment.

In our attempt to show our love, we sometimes tend to cause more harm than good. The same thing happened with Mrs Pumphrey. She had a great fondness for the dog and hence overfed him. She forgot that excess of everything is bad and made him sick by overfeeding him. If she had not overfed Tricki, he would have been a healthy and an active pet. In addition, he would not have been hospitalised. Thus, it is because of over-pampering by Mrs Pumphrey that Tricki was suffering from a serious ailment.

Or Appearances are not always true, they can be deceptive. At times a person on first meeting appears to be friendly, co-operative and understanding but as the time unfolds a different story is revealed. In the story 'The Hack Driver', when the lawyer comes to the city for the first time he is very happy to meet the hack driver, in fact the hack driver himself is Oliver Lutkins. The hack driver seemed to be single countrymen ready to help the lawyer. The hack driver showed affectionate behaviour. He left a favourable impression on narrator's mind. But very soon lawyer was able to realise that hack driver himself was Oliver Lutkins. It is so foolish to find that a wise person like a lawyer is be fooled by a simple countrymen.

SAMPLE QUESTION PAPER 2

A Highly Simulated Sample Question Paper for CBSE Class X

English Language and Literature

General Instructions

1 This question paper is divided into two parts.
- Part – A 40 Marks
- Part – B 40 Marks

2 All questions are compulsory.

3 Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them.

4 Do not exceed the prescribed word limit while answering the questions.

Time : 3 hours *Max Marks : 80*

PART – A (40 MARKS)

READING

(20 Marks)

1. *Read the passage given below carefully.* **(10)**

1. Crash dieting may help you lose weight, in the short term, but, ultimately it can hinder weight loss in the long term, as most of the weight that you have lost with crash dieting will bounce back, meaning you will gain all the weight that you have lost and more. Crash dieting not only removes fat but also lean muscle and tissue.

Contrary to the belief of many who start this diet, this form of dieting is neither healthy nor successful in achieving long term weight loss as it induces the slowing down of the body's basal metabolic rate - the body seeks to conserve every calorie and so weight loss becomes increasingly difficult. Basal metabolic rate is the amount of calories your body needs on a daily basis, to maintain its regular activities. This means your body will need fewer calories than it did previously, making weight gain more likely once you stop dieting.

2. Most crash diets involve eating low-calorie foods for several weeks or eating the same food or food groups for several weeks. Even if you're only trying the diet for a week or two, eating such a strict diet of the same foods can cause nutritional deficiencies. Eliminating one or more food groups will not provide you with adequate, long-term nutrition. Nutritional deficiencies such as this can have multiple immediate side effects such as haggard look, dark under eyes, dull skin, sloppy posture and less stamina.

3. This is also why exercise is recommended in any weight-loss plan to build muscle and maintain your metabolic rate. Again common mistakes that are observed with exercise are joining the gym only till the New Year, so that you can lose weight and once the party is over, the party for not exercising continues. On the other hand, we have some who make New Year resolutions and with the gym memberships which are so tempting, especially during the New Year, take up annual memberships, which is not bad, what is bad is to break the resolution. It is good to take up an exercise programme during the new year and to make a resolution about exercise, provided you do not break your resolution, and continue exercising year long. What is important is consistency?

(i) Which of the following is TRUE about crash dieting as per the passage?

I. It helps you loose weight permanently.
II. It only removes fat.
III. It is neither healthy nor successful in achieving long-term weight loss.
IV. It involves eating low-calorie foods for several weeks.

(a) I and II (b) II and III (c) III and IV (d) Only III

(ii) The basic plan in diet plans is

I. They involve eating the same food / food groups for several weeks.
II. They involve eating high-calorie foods.
III. They involve eating low-calorie foods for several weeks which lead to nutritional deficiencies.
IV. They involve fasting for 3 days in a week.

(a) I and II (b) I and II (c) Only IV (d) Only II

(iii) The correct definition of basal metabolic rate is

(a) amount of exercise your body needs on a daily basis.
(b) amount of rest your body needs on a daily basis.
(c) amount of food your body needs on a daily basis.
(d) amount of calories your body needs on a daily basis.

(iv) Which of the following will be the suitable title for the given passage?

(a) How Crash Dieting Works? (b) The Benefits of Crash Dieting
(c) The Dangers of Crash Dieting (d) When and How to Diet?

(v) Nutritional deficiencies can lead to

I. Lustrous skin II. Reduced stamina
III. Tired look IV. Confident look
V. Sloppy posture VI. Dark circles
VII. Dull skin

(a) I, II and III (b) II, III, V, VI and VII (c) II, III, V and VI (d) I, IV and VI

(vi) The correct meaning of 'take up' as used in the last para of the passage is

(a) leave (b) plan (c) subscribe to (d) discourage

(vii) Which of the following words is the opposite of 'joining' as used in Para 3?

(a) Disconnecting (b) Dividing (c) Losing (d) Withdrawing

(viii) The author does not agree with

I. taking up annual gym memberships.
II. breaking the resolution to crash-diet.
III. giving up annual gym memberships.
IV. breaking the resolution for gymming.

(a) 1 and 4 (b) 2 and 3 (c) Only 4 (d) Only 3

(ix) As per the author, exercise helps in

(a) keeping your body fit. (b) build muscles.
(c) maintain your metabolic rate. (d) Both (b) and (c)

(x) Which of the following gives the correct meaning of 'Eliminating' as used in the passage?

(a) Reducing (b) Getting rid of (c) Welcoming (d) Contemplating

(xi) Select the sentence with the proper usage of the word 'hinder'.

(a) Bad weather is hindering the search for survivors.
(b) A poor diet cannot hinder mental and physical growth.
(c) Who has hindered my coffee?
(d) He has hindered crash dieting.

(xii) Which of the following is not the synonym of 'adequate' as used in para 2?

(a) Sufficient (b) Ample (c) Requisite (d) Insufficient

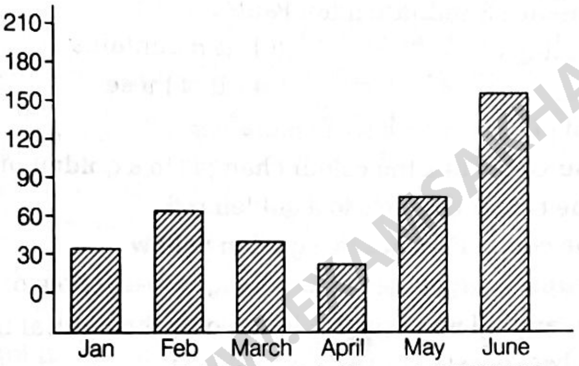
2. *Read the passage given below carefully.* **(10)**

Kausani is situated at a height of 6,075 feet in the Central Himalayas. It is an unusually attractive little town. It covers just about 5.2 sq. kms. It lies to the North of Almora in Uttarakhand's picturesque Kumaon region.

Kausani provides the 300-km wide breathtaking view of the Himalayas. It is the most striking aspect of this place. Snow-capped peaks are spread in a stately row. They stare at you in silvery white majesty. The most famous peak on view is Nanda Devi, the second highest mountain in India. It is situated at a height of 25,645 feet and 36 miles away as the crow files. The other famous peaks on view are Choukhamba (23,420 feet) and Trishul (23,360 feet). Then there are also Nilkanth, Nandaghunti, Nandaghat and Nandakot. On a clear day, the blue of the sky makes a splendid background to these peaks. At sunrise and at sunset, when the colour changes to a golden orange, the scene gets etched in your memory.

When Gandhiji visited this place in 1929, its scenic beauty held him spellbound. He named it the 'Switzerland of India'. He prolonged his two-day stay to fourteen days, making time to write a book, 'Anashakti Yoga'. The place where he was staying was originally a guest-house of the tea estate. It was renamed 'Anashakti Ashram' after the book.

Kausani is the birthplace of Sumitranandan Pant, India's poet laureate. Its natural surroundings inspired many of his poems. Its tea gardens mingle with dense pine forests and fruit orchards. The area is also host to many fairs and religious ceremonies. If Uttarakhand is the abode of gods, Kausani is God's own backyard. There is no traffic, no one is in a hurry. If serenity could be put on a canvas, the picture would resemble Kausani.



Average Rainfall in mm in Kausani (2000-2019)

On the basis of your understanding of the passage, answer ANY TEN questions from the twelve that follow.

(i) Where is Kausani located?

(a) In the Central Himalayas
(b) In the Eastern Himalayas
(c) In the Western Himalayas
(d) In the Northern Himalayas

(ii) Why is it unusually attractive?

I. It provides the 300 km wide breathtaking view of the Himalayas.
II. It is just 5.2 sq km.
III. Snow-capped mountains peaks are spread in a stately row.
IV. It is situated at the highest peak of Himalayas.

Choose the correct option.

(a) I, II and IV
(b) II, III and IV
(c) I, II and III
(d) I, III and IV

(iii) Which month receives the lowest rainfall in Kausani?

(a) January
(b) March
(c) May
(d) April

(iv) Which book was written by Gandhiji when he stayed in Kausani?

(a) Anashakti Ashram
(b) Aashakti Kunaon
(c) Anashakti Yoga
(d) Anashakti

(v) What is found in abundance in Kausani? Choose the correct option.

(a) (b) (c) (d) All of these

(vi) Why do you think Kausani is called God's own backyard?
Because
(a) Many religious fairs and ceremonies are held at Kausani.
(b) It is located in Uttrakhand where many religious places are present.
(c) It is situated in the Central Himalayas.
(d) There are mountain peaks with religious names such as Nandadevi, Trishula and Choukhamba.

(vii) What makes Kausani a calm and quiet place?
(a) There are tea gardens.
(b) There are fruit orchards.
(c) There are dense pine forests.
(d) There is no traffic and no one is in a hurry.

(viii) What is the picture of Kausani compared to?
(a) Serenity put on canvas
(b) Switzerland of India
(c) Anashakti Ashram
(d) Abode of Gods

(ix) How did Kausani influence Sumitranandan Pant?
(a) Its natural surroundings
(b) Its mountains
(c) Its beauty
(d) All of these

(x) When does the view of peaks become so memorable?
(a) At sunrise and at sunset, when the colour changes to a golden orange.
(b) At sunrise when the colour changes to a golden red.
(c) At sunset, when the colour changes to a golden yellow.
(d) At sunrise and at sunset, when the colour changes to a yellow orange.

(xi) How can we say that Gandhiji was greatly charmed by the natural beauty of Kausani?
I. He extended his two day stay to 14 days stay.
II. He did not come to Kausani.
III. He reduced his 14 days stay to 2 days.
IV. He wrote a book while staying in Kausani.
Choose the correct option.
(a) I, II and III (b) I, II and IV (c) II, III and IV (d) I, III and IV

(xii) What do you mean by 'Abode of Gods'?
(a) House of Gods
(b) Permanent residence of Gods
(c) Temples of Gods
(d) Birth place of Gods

LITERATURE TEXTBOOKS (10 Marks)

3. Read the extract given below and answer the questions that follow. (1 × 5 = 5)

All through the night, Lencho thought only of his one hope: the help of God, whose eyes, as he had been instructed, see everything, even what is deep in one's conscience. Lencho was an ox of a man, working like an animal in the fields, but still he knew how to write.

(i) Which of the following statement is not true according to the given extract?
(a) The house was the only one in the entire valley.
(b) From the house river could not be seen properly.
(c) House was situated on the creast of low hill.
(d) None of the above

(ii) Lencho was hoping for help as
(a) his fields were destroyed by pests.
(b) his fields had been destroyed due to floods.
(c) his fields had been destroyed in the storm.
(d) None of the above

(iii) Which word in the extract means the same as 'moral sense'?
(a) Instructed (b) Conscience (c) Thought (d) Hope

(iv) What was Lencho going to do?
(a) Go to bank for loan (b) Write a letter to God
(c) Ask for help (d) Have faith in God

(v) 'Ox of a man' means
(a) Farmer (b) Hard working man
(c) Sincere man (d) Strong man

Or "Yes. I want to catch the afternoon train back to the city." I was very important and secret about it. "I'll tell you what. I've got a hack. I'll get it out and we can drive around together and find Lutkins. I know most of the places he hangs out."

(i) Who is the author of the story 'The Hack Driver'?
(a) HG Wells (b) Robert W Peterson
(c) Sinclair Lewis (d) Guy de Maupassant

(ii) What was the 'important' and 'secret' fact in the above extract?
(a) To serve summons on Oliver Lutkins (b) To meet Oliver Lutkins
(c) To find Oliver Lutkins (d) To arrest Oliver Lutkines

(iii) Who knows most of the places where Oliver Lutkins must be?
(a) Gustaff (b) Fritz (c) Hack driver (d) Oliver's mother

(iv) How does the stranger offer to help the narrator?
(a) He was going to drop the narrator at the location.
(b) He was going to get lunch for the narrator.
(c) He was going to help the narrator look for Lutkins.
(d) Both (b) and (c)

(v) .... means 'hangs out' in the extract.
(a) Important (b) Has lunch (c) Visits frequently (d) None of these

4. *Read the extract given below and answer the questions that follow.* **(1 × 5 = 5)**

Belinda embraced him, Mustard licked him,
No one mourned for his pirate victim.
Ink and Blink in glee did gyrate
Around the dragon that ate the pirate.

(i) Which of the following is NOT true, according to the passage?
(a) Belinda loved her pets. (b) The Dragon was a coward.
(c) Ink and Blink are brothers. (d) Everyone was happy.

(ii) Why did Belinda embrace her pet?
(a) Because he saved everyone's life. (b) Because of his nature.
(c) Because of his behaviour. (d) Because he was different from other pets.

(iii) Whom did the dragon ate?
(a) Belinda's friend (b) Belinda's relative
(c) Pirate (d) None of these

(iv) The rhyme scheme of the given lines is
(a) Abaab (b) Abcb (c) abcd (d) Aabb

FULLY SOLVED

(v) Which of the following words indicates the happiness felt by everyone?
(a) Embraced (b) Glee (c) Licked (d) Mourned

Or

Don't eat that chocolate Amanda!
Remember your acne, Amanda!
Will you please look at me when
I'm speaking to you, Amanda!

(i) Why is Amanda not looking at the speaker?
- (a) Because she is lost in her thoughts.
- (b) Because she is not paying attention to the speaker.
- (c) Because she is not paying attention to the instructions.
- (d) Both (a) and (c)

(ii) The speaker is so worried about acne. What does it show?
- (a) This shows importance is given to physical beauty.
- (b) This shows her concern towards Amanda.
- (c) This shows Amanda's carelessness.
- (d) Both (a) and (b)

(iii) Which word in the extract means the same as 'to gaze'?
(a) To admire (b) To look (c) To beautify (d) To show concern

(iv) Why is Amanda getting scolded in the above extract?
- (a) Due to having chocolates.
- (b) Due to her behaviour.
- (c) As she is not paying attention to the speaker.
- (d) Both (a) and (c)

(v) Who is the speaker in the above lines?
- (a) Amanda's mother
- (b) Amanda's sister
- (c) Amanda's teacher
- (d) Amanda's grandmother

GRAMMAR

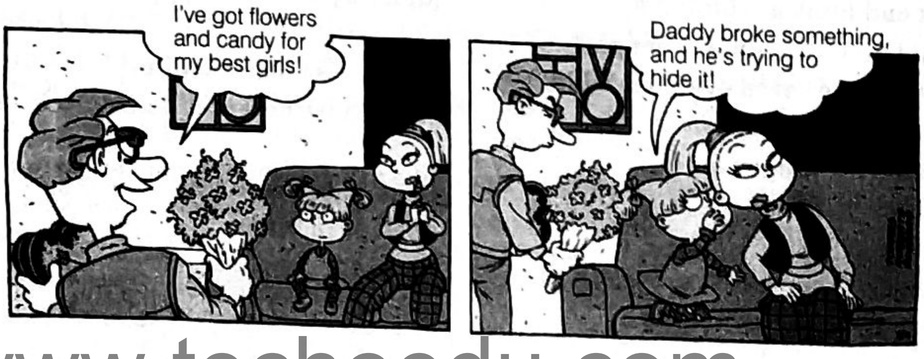
(10 Marks)

5. *Fill in the blanks given below with the help of options that follow.* (1 × 3 = 3)

In the last hundred years, travelling *(i)* .... much easier and very comfortable. In the 19th century, it *(ii)* .... two or three days to cross North America by a covered wagon. The trip *(iii)* .... very rough and often dangerous. Things changed a great deal in the last hundred and fifty years. Now you can fly from New York to Los Angeles in a matter of hours.

(i) (a) has become (b) became (c) becomes (d) will become
(ii) (a) took (b) takes (c) take (d) will take
(iii) (a) is (b) was (c) has been (d) would

6. *Choose the correct options to fill in the blanks to complete the narration.* (1 × 3 = 3)


I've got flowers and candy for my best girls!
Daddy broke something, and he's trying to hide it!

Himani was sitting with her mother, when her father entered. He *(i)* .... a bouquet of flowers and a box of chocolates. Beside her, her mother was delighted to see them. Before Himani could say anything, her father happily *(ii)* .... that he got both of them for his best girls. Suddenly, Himani *(iii)* .... She whispered to her mother that dad had broken something and was trying to hide it.

(i) (a) was carrying (b) had
(c) came along with (d) has been carrying

(ii) (a) exclaimed (b) asked them
(c) told them (d) said

(iii) (a) reminded of (b) remembered something
(c) got a hint (d) had a remembrance

7. *Fill in the blanks by choosing the correct option for any four of the six sentences given below.* (1 × 4 = 4)

(i) According to the schedule, the teachers have to come together .... other week to discuss the problems of their students.
(a) any (b) some
(c) each (d) every

(ii) Children have difficulty .... numbers .... two until the age of three or four.
(a) in grasping, as many as (b) to grasp, as big as
(c) grasping, greater than (d) having grasped, fewer

(iii) Although the scientific community had hoped that the field of transplantation .... , the shortage of organ donors has curtailed research.
(a) has progressed (b) would progress
(c) must have progressed (d) is progressing

(iv) In some ways, we know little more about the planets than .... the ancients who worshipped them.
(a) had done (b) have done (c) did (d) would do

(v) A lot of people want to become surgeons, but .... make the grade.
(a) few (b) not much (c) very little (d) any

(vi) While the parades for the opening of Parliament were being rehearsed, the President .... a sobering message for his countrymen.
(a) prepared (b) has prepared (c) was preparing (d) is preparing

PART - B (40 MARKS)

WRITING

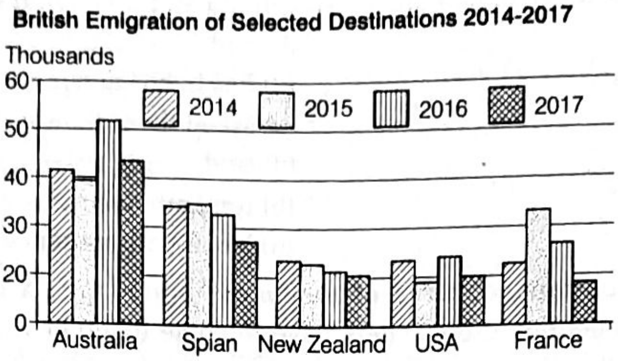
(10 Marks)

8. You have recently had an ear surgery and are on rest period. Some construction work had started by your neighbour while you were away. The noise from the work is loud and it disturbs you. You had tried to tell them to postpone the work for sometime but with no avail. Write to the housing president regarding the situation. You are Akshat/Akshara. (100-120 words). (5)

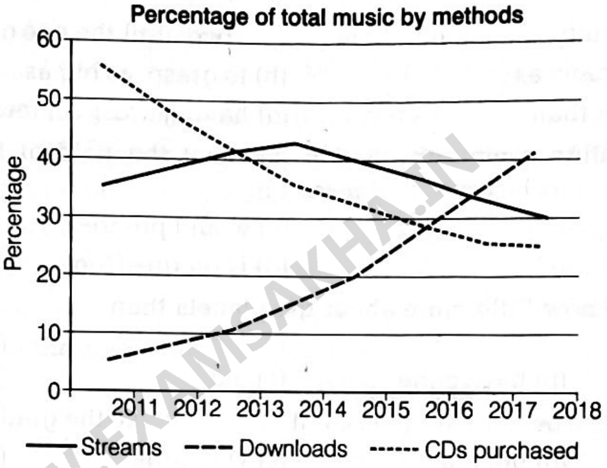
Or

You were supposed to go on an interview in a few weeks, but you have since found out you cannot go on the date arranged. Write a letter to the potential employer explaining your situation and why you cannot go on the date arranged. (100-120 words).

9. The chart shows Indian students travelling to foreign destination for further studies to selected destinations between 2014 and 2017. Write an analytical paragraph on the given data in about 100-120 words. (5)



Or The graph below shows how people buy music. Analyse the given data and write an analytical paragraph in 100-120 words.



LITERATURE TEXTBOOKS

(30 Marks)

10. (a) *Answer any two of the following questions in 20-30 words each.* (2 × 2 = 4)

(i) How is the wildlife of coorg?

(ii) What could Amanda do if she were a mermaid?

(iii) What does courage mean to Mandela?

(b) *Answer any two of the following questions in 20-30 words each.* (2 × 2 = 4)

(i) Why did Hari Singh approach Anil?

(ii) What did the Griffin do inside the store?

(iii) Why did Bholi refuse to marry Bishamber at last?

11. (a) *Answer any two of the following questions in 40-50 words each.* (3 × 2 = 6)

(i) What does Anne Frank tell about her family in her diary?

(ii) What did the Buddha do after he had attained enlightenment? Why?

(iii) Write the message given by the poet of the poem 'Fire and Ice'.

(b) *Answer any two of the following questions in 40-50 words each.* (3 × 2 = 6)

(i) What was Loisel's reaction to his wife's desire for a new dress?

(ii) How did the author feel upon reaching the town of New Mullion to serve summons? Who befriended him there?

(iii) What was Tricki's ailment? How did it worry Mrs. Pumphrey?

12. *Answer the following question in 100-120 words.* **(5)**

"The narrator knew that he could not fly up due to storm and lack of fuel but still he continued." What do you gather about the narrator from the above lines?

Or

'The Hundred Dresses-II' gives out what a man should be. Wanda by her behaviour towards Peggy and Maddie shows her exalted character as is seen in her letter. How far would you agree with her and justify such a behaviour in all persons as essential?

13. *Answer the following question in 100-120 words.* **(5)**

"She suffered incessantly, feeling herself born for all delicacies and luxuries. She suffered from the poverty of her apartment, the shabby walls and the worn chairs. All these things tortured and angered her."

It was Mme Loisel's disposition invites her doom. Comment.

Or

"Money can't make a man as much as education can" Elaborate the line with reference to 'The thief's story'.

Answers

1. (i) (c) 3 and 4 (ii) (b) 1 and 3
(iii) (d) amount of calories your body needs on a daily basis.
(iv) (c) The Dangers of Crash Dieting (v) (b) 2, 3, 5, 6 and 7
(vi) (c) subscribe to (vii) (d) Withdrawing
(viii) (c) Only 4 (ix) (d) Both (b) and (c)
(x) (b) Getting rid of
(xi) (a) Bad weather is hindering the search for survivors.
(xii) (d) Insufficient

2. (i) (a) In the Central Himalayas (ii) (c) 1,2 and 3
(iii) (d) April (iv) (c) Anashakti Yoga
(v) (d) All of these
(vi) (a) Because many religious fairs and ceremonies are held at Kausani.
(vii) (d) There is no traffic and no one is in a hurry.
(viii) (a) Serenity put on canvas (ix) (d) All of the above
(x) (a) at sunrise and at sunset, when the colour changes to a golden orange
(xi) (d) 1, 3 and 4 (xii) (b) Permanent residence of Gods

3. (i) (ii) (c) his fields had been destroyed in the storm.
(iii) (b) Conscience (iv) (b) Write a letter to God
(v) (b) Hard working man

Or

(i) (c) Sinclair Lewis (ii) (a) To serve summons on Oliver Lutkins.
(iii) (c) Hack Driver
(iv) (c) He was going to help the narrator look for Lutkins.
(v) (c) Visits frequently

4. (i) (c) Ink and Blink are brothers. (ii) (a) Because he saved everyone's life
(iii) (c) Pirate (iv) (d) Aabb
(v) (d) Mourned

Or

(i) (d) Both (a) and (c) (ii) (a) This shows importance is given to physical beauty.
(iii) (b) To look (iv) (d) Both (a) and (c)
(v) (a) Amanda's mother

5. (i) (b) became (ii) (a) took
(iii) (b) was

6. (i) (a) was carrying (ii) (c) told them
(iii) (b) remembered something

7. (i) (d) every (ii) (c) grasping, greater than
(iii) (b) would progress (iv) (d) would do
(v) (c) very little (vi) (c) was preparing

8. B-35, Anna Complex
Kerala
March 23, 20XX
The Housing President
Anna Complex
Kerala

Subject Problems with the neighbour

Sir/Madam

I am Akshat from B-35 of the housing complex. I am writing this letter to inform you about the uncomfortable, and sometimes unbearable, noise which keeps coming from the ongoing construction work at my neighbour's house.

At other situation, the construction work would have not been as much an issue of problem. But this time, my situation is such that it cannot be ignored. I had recently had an ear surgery which required me to take rest and be away from noise. While being aware of this, the neighbours started their construction work which is very loud and is hampering my recovery. I had tried to tell them to postpone their construction till my recovery time but they refuse to compromise.

Therefore, I would like to request you to interfere in the matter and ask them to postpone the construction work till 15th April so that I can recover properly.

Thanking You
Yours faithfully
Akshat

Or

C-109, Amba Apartments
Vasant Vihar
Delhi
24 October, 20XX
The Human resource Manager
MNC enterprises
Delhi

Subject Inability to come for the interview on the date arranged

Sir/ Ma'am

I am writing to request you to reschedule my interview at a later date. I need to go to Australia during the first week of November to attend some emergency office work which unfortunately contradicts my earlier schedule to meet you in a formal interview for the position of assistant manager in your company. I sincerely apologize for any inconvenience caused due to this.

I am supposed to meet you to further discuss my candidacy for the position of assistant manager in your reputed organisation after 9th November. However, I was assigned a new project recently and my current employer expects me to visit our Australian office during the first week of November. Considering the situation, I am hoping that you would agree to meet me at your convenient time. I will be ready to meet you any day and any time after 9th November if it suits you.

My sincere apologies for the request but I can assure you that I am really looking forward to meeting you in a formal interview as planned. I consider your company as one of the best places to work in and I hope that I would be able to prove my worth once hired.

Thanking you
Yours faithfully
Rohan Khanna

Emigration of Indian Students

9. Brain drain is not a new concept. Every year during the times of admissions, thousands of students leave the country to pursue higher education in foreign nationalities. The bar chart shows the number of Indian students who emigrated to five destinations over the period 2014 to 2017. It is evident from the chart that throughout the period, the most popular place to move to was Australia.

Emigration to Australia stood at just over 40,000 people in 2014, which was approximately 6,000 higher than for Spain, and twice as high as the other three countries. Apart from a jump to around 52,000 in 2016, it remained around this level throughout the period. The next most popular country to move to was Spain, though its popularity declined over the time frame to finish at below 30,000 in 2017. Despite this, the figure was still higher than for the remaining three countries. Approximately 20,000 people emigrated to New Zealand each year, while the USA fluctuated between 20-25,000 people over the period.

Although the number of visitors to France spiked to nearly 35,000 in 2015, it was the country that was the least popular to emigrate to at the end of the period, at just under 20,000 people. The number however, still remains in thousands.

Or

Trends in Buying Music

In this busy and crowded world, music has become an agency for us to be happy and relaxed. Its importance is very well depicted by the new music and new applications for music streaming being introduced everyday. The given graph illustrates the trends in music buying habits between 2011 and 2018.

The data presents three different methods of buying music: streaming, downloading and buying CDs. Overall, both downloads and physical sales of music have steadily declined. The latter has slumped since 2011, while the downturn for the former began in 2014. However, there has been a sharp rise in people streaming music since 2013. In 2011, the majority of music sales were of CDs, at 55% of all sales. In contrast, streaming was not common at all. Also, although people had started to download music, it only represented 35% of sales. As sales of CDs began to fall, the era of downloads began. Downloading soon overtook physical sales in mid-2013. During the same period, with newer technology streaming doubled to 10% and started to grow more dramatically.

10. (a) (i) Coorg has a bountiful and vaned wildlife. It has fish like Mahseer, birds like kingfisher and animals like malabar squirrel, macaque, slender loris and elephant.

(ii) If Amanda were a mermaid, then she would drift slowly on a languid emerald sea. She would be the sole inhabitant of the relaxed green sea and would move slowly on it.

(iii) Mandela says that courage is not the absence of fear but it is the triumph over fear. The brave man is not the one who does not feel afraid. But, he is the one who conquers that fear.

(b) (i) Hari Singh was a thief who did not have much luck recently. He approached Anil with the intention of robbing him as he seemed to be an easy going and simple man.

(ii) Inside the story Griffin opened boxes and wrappers and dressed himself in warm clothes. He ate and drank to his heart's content. In the end, he laid down on the pile of quilts to sleep.

(iii) In the end, Bholi refused to marry Bishamber because he was greedy and mean. She refused to allow him to garland her and told him that he was an unworthy person.

11. (a) (i) Anne Frank tells that she has very lovely and caring family. Her parents and her elder sister love her a lot. There are about thirty people nearby her whom she can call her friends. She has loving aunts and a good home but she wants to have a true friend with whom she can share feelings and thoughts.

(ii) The Buddha attained enlightenment after meditating for seven days under a big tree. As he got wisdom under that tree, he called it the Bodhi Tree. He decided to share his understandings and preachings with people so that he can make them free from their sorrows.

(iii) The message that the poet is trying to give is that nothing in this world is eternal. The poet first concludes that the world must end in fire after considering his personal experience with desire and passion, the emotions of fire. But at the same time, ice or hatred can also bring total destruction to this world. We should thus, not forget this supreme reality and keep ourselves away from all selfish matters.

(b) (i) The Loisels had been invited to a party at the Minister's residence. When Matilda told her husband that she wanted a new dress to wear, first of all he asked her to wear whatever she possessed. When she got angry and refused to go to the party at all, he finally agreed to let her buy a new dress

(ii) The author was rejoicing at the prospect of being sent to New Mullion, which he expected to be a sweet simple village. But he was disappointed to find the streets covered with mud and lined with pale-coloured shops. He met a red-faced cheerful man, hack driver or Oliver Lutkins who befriended him.

(iii) Mrs. Pumphrey gave tricki little extra between meals i.e., malt, cod-liver oil, etc. He was not given any physical exercise. This was the reason for Tricki's ailment. It made Mrs. Pumphrey so much worried that she had to call the veterinary surgeon, Dr. Herriot for his treatment.

12. The narrator of the chapter 'The Black Aeroplane' was stuck in a situation wherein even though his plane did not have enough fuel, he did not lose hope. He knew that he could not fly up nor he could fly around the clouds due to the paucity of fuel. Yet he decided to take a risk and entered his plane into the clouds because he wanted to visit his family at breakfast. This shows him to be a courageous and a family loving person. Even though he knew that it was risky to enter the cloud, he did so to save his fuel. However, his decision could have landed him in deep trouble if the pilot of the strange black aeroplane had not helped him to safety. Further, the pilot comes out as a grateful person. He go to the women at the control tower specifically to thank the person who helped him out of a difficult situation.

Or

Wanda Petronski's letter highlights the greatness that every man should try to achieve. Her letter gives us a view of her nature as a simple, loving, caring and friendly human being. She gifts her drawings to Peggy and Maddie though they tease her a lot. It shows how she amiable she would have been. Such an act as displayed by Wanda requires a lot of courage and patience. Not every person can do that. Instead people would definitely hate their bullies and would display their dislike but Wanda shows polite and peaceful traits of her character. By answering in a polite and friendly manner, Wanda displays to be a humble person. In our society, it is very difficult to find such a character but such traits are a must to be a good human being. Here, in our society, people tease others with indifferent behaviours and remarks, which is not a sign of good culture.We all should try to have or acquire such traits in our character so that everyone could praise us and we can live peacefully.

13. It is truly said that it was because of Mme Loisel herself who invited her doom. Mme Loisel belongs to a family of clerks. Her existence is quite average. They live on meager income, enough for basic needs, but not to fulfill her aspirations. She gets married to a clerk and is so caught up with her dreams of wealth and pleasure that she is out of touch with the truths of her real life.

In order to keep up appearances just to flatter her pride, she blows up four hundred francs on a gorgeous dress. Still not contented, she goes on borrowing a necklace from her friend. And, all of this is just to impress the wealthy and the rich with her beauty and glamour even if on loan. No doubt, her pride is flattered and her wish of fine dining, expensive dresses and jewels satisfied but at a great price. Unfortunately, the necklace was lost and the couple had to give up their entire inheritance and borrow as well to replace it. Repayment of the debt took away the next ten years of their youth. They live poor. All the household chores and cares of a life of poverty visit them. Hence, her disposition invites her doom.

Or

'Money cannot make a man as much as education can' holds absolutely true. However, one focuses more on money as it can buy all the luxuries and needs of life. Yet it is not enough to buy knowledge, civilised thinking, skills and abilities. Education allows one to keep up with the fast moving world and lays platform for all to work upon one's goals.

The above lines hold true in the story 'The thief's story' wherein a thief pretends to be Hari Singh to rob a kind and an honest fellow Anil. Anil, who is a struggling writer slowly starts educating Hari Singh while the latter is waiting for the right opportunity to rob Anil. After stealing the money, Hari plans to go away forever but cannot as he desires a life of respect which he could get if he stays under Anil. He prioritizes being literate over a certain amount of money. Thus, it is evident through the story that education can help us achieve our goals.

AMPLE QUESTION PAPER 3

ighly Simulated Sample Question Paper for CBSE Class X

nglish Language and Literature

General Instructions

1 This question paper is divided into two parts.

- Part – A 40 Marks
- Part – B 40 Marks

2 All questions are compulsory.

3 Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them.

4 Do not exceed the prescribed word limit while answering the questions.

e : 3 hours *Max Marks : 80*

PART – A (40 MARKS)

READING

UNSOLVED

(20 Marks)

1. *Read the passage given below carefully.* **(10)**

1. Is your glass half-empty or half-full? How you answer this age-old question about positive thinking may reflect your outlook on life, your attitude towards yourself, and whether you're optimistic or pessimistic — and it may even affect your health. Indeed, some studies show that personality traits such as optimism and pessimism can affect many areas of your health and well-being.

The positive thinking that typically comes with optimism is a key part of effective stress management. And effective stress management is associated with many health benefits. If you tend to be pessimistic, don't despair—you can learn positive thinking skills.

2. Positive thinking doesn't mean that you keep your head in the sand and ignore life's less pleasant situations. Positive thinking just means that you approach unpleasantness in a more positive and productive way.

You think the best is going to happen, not the worst. Positive thinking often starts with self-talk. Self-talk is the endless stream of unspoken thoughts that run through your head. These automatic thoughts can be positive or negative. Some of your self-talk comes from logic and reason. Other self-talk may arise from misconceptions that you create because of lack of information. If the thoughts that run through your head are mostly negative, your outlook on life is more likely pessimistic. If your thoughts are mostly positive, you're likely an optimist — someone who practises positive thinking.

3. It's unclear why people who engage in positive thinking experience these health benefits. One theory is that having a positive outlook enables you to cope better with stressful situations, which reduces the harmful health effects of stress on your body. It's also thought that positive and optimistic people tend to live healthier lifestyles-they get more physical activity, follow a healthier diet and don't smoke or drink alcohol in excess.

4. We must try and incorporate positive thinking in our lives to derive countless benefits it has to offer. It will not only help us achieve goals higher than set but will also enhance our ability to perform. The effects of positive thinking don't stop as soon as the good feelings subside, if we practise optimism in every aspect of our lives.

On the basis of your reading of the passage, answer any ten of the following questions. (1× 10 = 10)

(i) How can one manage stress effectively?

1. By having a pessimistic attitude.
2. By having an optimistic attitude.
3. By looking for the worst in a situation.
4. By looking for the best in every situation.

(a) 1 and 3 (b) Only 1 (c) 2 and 4 (d) Only 4

(ii) Which of the following would be the appropriate title for the given passage?

(a) When To Think Positively? (b) Negative Thinking
(c) Over Thinking and Its Effects (d) Positive Thinking

(iii) The synonym of 'enhance' as used in para 4 is

(a) expand (b) improve (c) enlarge (d) prosper

(iv) Select the statements which are not true as per the passage.

1. One should approach unpleasantness positively.
2. Thoughts in your head determine your outlook towards life.
3. Positive thinking has limited benefits.
4. Optimism is not a personality trait.

(a) 3 and 4 (b)1 and 2 (c) Only 3 (d) Only 4

(v) Which of the following words is nearest in meaning to 'optimistic' as used in para 3?

(a) Fatalist (b) Ideal (c) Smart (d) Buoyant

(vi) What does 'Positive Thinking' mean according to the writer?

(a) Keep your head under the sand.
(b) Ignoring life's unpleasant situations.
(c) Facing difficult times with a more realistic attitude.
(d) Ignoring life's pleasant situations.

(vii) Choose the statements which are true with regard to self-talk.

1. It can be negative or positive.
2. It is a endless stream of negative thoughts.
3. It determines whether you're an optimist or pessimist.

(a) 1 and 3 (b) Only 2 (c) 2 and 3 (d) 1, 2 and 3

(viii) The 3rd para of the passage is about

(a) self-talk (b) effects of stress
(c) health benefits of positive thinking (d) optimism and pessimism

(ix) The correct meaning of 'incorporate' as used in the last para of the passage is

(a) to exclude (b) to include (c) to extend (d) to prohibit

(x) The word ...... in para 1 means the same as of 'course'.

(a) affect (b) age-old (c) indeed (d) typically

(xi) The phrase 'engage in' in the 3rd para means

(a) to take part in a particular activity. (b) to hold one's interest.
(c) to neglect a particular activity. (d) to criticise something.

(xii) Misconceptions that one creates because of lack of information may develop into

(a) optimism (b) pessimism (c) health benefits (d) self-talk

2. *Read the passage given below carefully.* (10)

Necessity is indeed the mother of invention. When areas in and around Leh began to experience water shortages, life didn't grind to a halt. Why? Because Chewang Norphel, a retired civil engineer in the Jammu and Kashmir government came up with the idea of artificial glaciers.

Ladakh, a cold desert at an altitude of 3,000-3,500 metres above sea level, has a low average annual rainfall rate of 50 mm. Glaciers have always been the only source of water. Agriculture is completely dependent on glacier melt unlike the rest of river/monsoon-fed India. But over the years with increasing effects of climate change, rainfall and snowfall patterns have been changing, resulting in severe shortage of water and drought situations. Given the severe winter conditions, the window for farming is usually limited to one harvest season. It is located between the natural glacier above and the village below. The one closer to the village and lowest in altitude melts first, providing water during April/May, the crucial sowing season. Further layers of ice above melt with increasing temperature thus ensuring continuous supply to the fields. Thus, farmers have been able to manage two crops instead of one. It costs about ₹ 1,50,000 and above to create one.

Fondly called the "glacier man", Mr Norphel has designed over 15 artificial glaciers in and around Leh since 1987. In recognition of his pioneering effort, he was conferred the Padma Shri by President Pranab Mukherjee, in 2015.

There are few basic steps followed in creating the artificial glacier: River or stream water at higher altitude is diverted to a shaded area of the hill, facing north, where the winter sun is blocked by a ridge or a mountain range. At the start of winter/November, the diverted water is made to flow onto sloping hill face through distribution channels. Stone embankments are built at regular intervals which impede the flow of water, making shallow pools and freeze, forming a cascade of ice along the slope. Ice formation continues for 3-4 months resulting in a large accumulation of ice which is referred to as an "artificial glacier."

Number of Tourists who visited Leh

Month / Year	April	May	June	July	August	September
2010	3410	16518	22889	22415	5575	3041
2011	3001	26310	33908	46843	37756	20833

On the basis of your understanding of the passage, answer any ten questions from the twelve that follow.

(i) Who is known as the glacier man of India?

(a) Sonam Wangchuk (b) Chewang Norphel

(c) Both (a) and (b) (d) None of these

(ii) Arrange the steps of formation of artificial glacier in sequence

1. Shallow pools are made and freeze, forming a cascade of ice along the slope.
2. The winter sun is blocked by a ridge or a mountain range.
3. Stone embankments are built at regular intervals which impede the flow of water
4. Ice formation continues for 3-4 months resulting in a large accumulation of ice
5. At the start of winter/November, the diverted water is made to flow onto sloping hill face through distribution channels.
6. River or stream water at higher altitude is diverted to a shaded area of the hill, facing north.

Choose the correct sequence

(a) 142356 (b) 325164 (c) 625314 (d) 425361

(iii) What is the average rainfall rate in Ladakh?

(a) 40mm (b) 50mm (c) 60mm (d) 70mm

(iv) What problems did farmers face in Ladakh?

(a) Shortage of water for farming. (b) Climate change.

(c) Melting of glaciers resulting in floods. (d) No spring season in Ladakh.

(v) Who came up with the idea of an 'artificial glacier'?

(a) Sonam Wangchuk (b) A retired civil engineer from Ladakh

(c) Chewing Norphel (d) None of these

(vi) What kind of landform is Ladakh?

(a) Hot desert (b) Cold desert (c) Hot and cold desert (d) Dry desert

(vii) Which award was given to Chewang Norphel by President Pranab Mukherjee?
(a) Padma Shri (b) Rolex Award (c) Nobel Prize (d) All of these

(vii) When is the crucial sowing season in Leh?
(a) March/ April (b) May/ June (c) July/ August (d) April/ May

(ix) Which month received the highest number of tourists in Leh in 2011?
(a) June (b) July (c) August (d) September

(x) How do farmers manage to grow two crops instead of one?
(a) With the help of water coming from melting of glaciers.
(b) With the help of monsoon.
(c) With the help of artificial glaciers.
(d) With the help of climate change.

(xi) Choose the statement which is NOT true in accordance with the passage?
(a) Chewang Norphel has built 17 artificial glaciers in and around Leh since 1987.
(b) He was a retired civil engineer.
(c) The farmers in Leh are largely dependent on melting of glaciers for farming.
(d) Ladakh is a cold desert at an altitude of 3000-3500m above the sea level.

(xii) Find the word in the passage which means same as 'mound'.
(a) Stone (b) Embankment (c) Glacier (d) Distribution

LITERATURE TEXTBOOKS

(10 Marks)

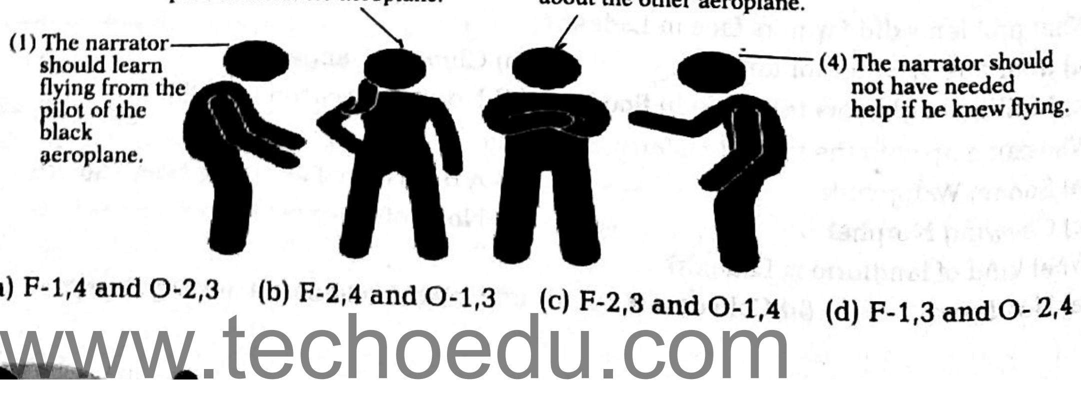
3. *Read the following extract and answer the questions that follow.* (1 × 5 = 5)

"Another aeroplane? Up there in this storm? No other aeroplanes were flying tonight. Yours was the only one I could see on the radar". So who helped me to arrive there safely without a compass or a radio and without any more fuel in my tanks? Who was the pilot on the strange black aeroplane, flying in the storm, without lights?

(i) 'I' in the above lines is
(a) woman at the control centre (b) a man at the control centre
(c) the narrator (d) the narrator's friend

(ii) Choose the option that lists the set of statements that are NOT TRUE according to the given extract.
1. The other aeroplane was called the black aeroplane.
2. The other aeroplane had the narrator's mentor.
3. The other aeroplane was the narrator's inner conscience.
4. The other aeroplane helped the narrator through the storm clouds.
5. The other aeroplane was a ghost plane.
6. The narrator was aware of the mysterious nature of the other aeroplane.
(a) 4 and 5 (b) 1,3 and 6 (c) 3 and 6 (d) 2,5 and 6

(iii) Pick the option that correctly classifies fact/s(F) and opinion/s (O) of the students below.



(1) The narrator should learn flying from the pilot of the black aeroplane.

(2) The narrator wanted to meet the pilot of the other aeroplane.

(3) The narrator did not know anything about the other aeroplane.

(4) The narrator should not have needed help if he knew flying.

(a) F-1,4 and O-2,3 (b) F-2,4 and O-1,3 (c) F-2,3 and O-1,4 (d) F-1,3 and O- 2,4

(iv) The word .... represents an instrument that tells directions.
(a) radar (b) radio (c) compass (d) tanks

(v) Why did the narrator desire to meet the pilot of the black aeroplane?
(a) To ask him what he was doing there.
(b) To thank him.
(c) To meet him and ask him to teach him flying.
(d) To invite him to breakfast.

Or

Suddenly she discovered in a black satin box, a superb necklace of diamonds. Her hands trembled and she took it out. She placed it about her throat against her dress and was ecstatic. Then she asked in a hesitating voice, full of anxiety, "Could you lend me this? Only this why Yes, certainly, "She fell upon the neck of her friend, embraced her with passion, then went away with her treasure.

(i) She in the above extract refers to ....
(a) Mme Loisel (b) Mme Loisel's neighbour
(c) Mme Forestier (d) None of these

(ii) Why did she need a Necklace?
(a) To fulfil her desire (b) To wear in the Ball party
(c) Because she can't afford it (d) It was her dream to wear a Necklace

(iii) Why did her hands trembled while taking out the Necklace?
(a) Because it looks very expensive (b) Because it looks beautiful with her dress
(c) Because it would break easily (d) Because she was excited to wear it

(iv) What are the qualities of the two characters reflected here?
(a) Nobility of rich Mme Loisel and vanity of poor Mme Forestier.
(b) Vanity of poor Loisel and nobility of rich Mme Forestier.
(c) Patience of Mme Loisel and arrogance of Mme Forestier
(d) Both (a) and (b)

(v) The extract uses the phrase, '...hands trembled'. Which of the following expressions is incorrect with respect to the word 'tremble'?
1. Building 2. Time 3. Rock 4. Book
(a) Option 1 (b) Option 2 (c) Option 4 (d) All of these

4. *Read the following extract and answer the questions that follow.* (1 × 5 = 5)

> *Pistol in his left hand, pistol in his night,*
> *And he held in his teeth a cutlass bright,*
> *His beard was black, one leg was wood*
> *It was clear that the .... meant no good.*

(i) Who is the poet of the poem from which the extract has been taken?
(a) Ogden Nash (b) WB Yeats (c) Robert Frost (d) Gieve Patel

(ii) 'He' in the extract refers to
(a) Custard (b) Mustard (c) Ink (d) the pirate

(iii) What is 'he' likely to say?
(a) Hello. How are you all? (b) Gimme all your money!
(c) You are so beautiful Belinda. (d) I need your help.

(iv) 'Meant no good' in the extract means
(a) to have good intentions (b) to have great body
(c) to have bad intentions (d) to have a lot of strength

(v) The word that DOES NOT indicate that 'he' meant no good, is
(a) pistol (b) cutlass (c) clear (d) pirate

Or

He should be lurking in shadow,
Sliding through long grass
Near the water hole
Where plump deer pass.

(i) The fact that the tiger is near the water hole from where a deer would pass tells us that
(a) the tiger is waiting for his herd. (b) the tiger is very resilient.
(c) the tiger is hungry. (d) the tiger is tired.

(ii) The poet wants that the tiger should be
(a) sent to another zoo (b) kept in a wildlife sanctuary
(c) set free (d) given a larger room

(iii) The world 'lurking' in the extract means
(a) attacking (b) hiding (c) playing (d) sleeping

(iv) What will the tiger do near the water hole?
(a) Attack the deer (b) Play with the grass
(c) Attack the other tiger hiding there (d) Play with the other tiger

(v) What is the rhyme scheme of the given stanza?
(a) Abbc (b) Abcb (c) Abab (d) Abcd

GRAMMAR

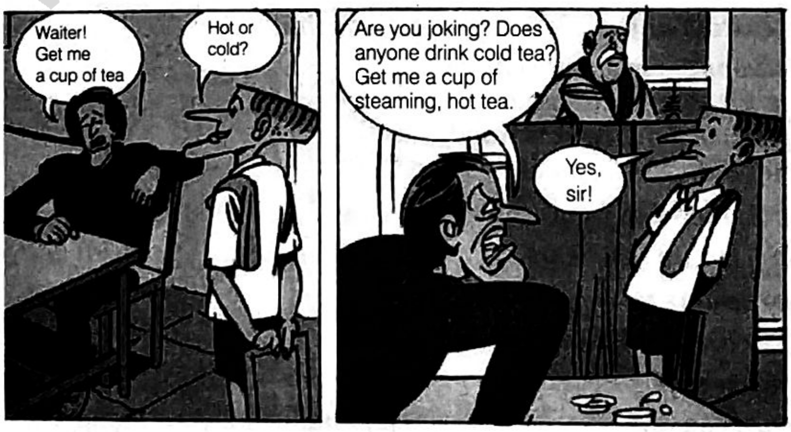
(10 Marks)

5. *Fill in the blanks by choosing the correct option.* (1 × 3 = 3)

Her approach to education still *(i)* .... her name : the Montessori Method. Born on August 31, 1870, in Italy, Maria Montessori *(ii)*............ one of the earliest women to graduate from the University of Rome's Medical School in 1896. In 1900, she *(iii)* .... the Co-director of a training institute for special education teachers. Maria began to experiment and observe which methods were the most successful.

(i) (a) beared (b) bear (c) bearing (d) bears
(ii) (a) is (b) was (c) were (d) am
(iii) (a) was appointed (b) appointed (c) had appointed (d) were appointed

6. *Choose the correct options to fill in the blanks to complete the narration.* (1 × 3 = 3)


Waiter! Get me a cup of tea
Hot or cold?
Are you joking? Does anyone drink cold tea? Get me a cup of steaming, hot tea.
Yes, sir!

Suppandi got a job as a waiter in a small café. One day, a customer came to the shop and *(i)* .... a cup of tea. He was served by Suppandi who at once asked the customer *(ii)* .... hot tea or cold tea. This angered the customer who angrily asked Suppandi if anyone drank cold tea and again asked Suppandi to *(iii)* .... a cup of steaming hot tea.

(i) (a) asked for (b) requested (c) ordered (d) informed him about
(ii) (a) whether he would like (b) will he like
(c) shall he get (d) what would he like
(iii) (a) get for him (b) bought for (c) bring him (d) buy him

7. *Fill in the blanks by choosing the correct option for any four of the six sentences given below.* **(1 × 4 =4)**

(i) Rescue efforts resumed in Beichuan, after .... entire city was evacuated amid fears that it could be engulfed by a river bursting its banks.

(a) the (b) an (c) a (d) their

(ii) The use of preservatives in food manufacturing .... steadily over the past few decades and .... no signs of abating.

(a) had risen, would show (b) would rise, will show
(c) has risen, shows (d) rose, will show

(iii) The problem with antiseptics is that .... killing germs, they .... kill the surrounding tissues.

(a) far, from (b) so far as, too (c) as much as, both (d) apart, also

(iv) She had .... placed the plate of cakes on the table .... the children gave her the empty plate and requested some more.

(a) the moment, while (b) hardly, when (c) neither, nor (d) yet, still

(v) Once the occupying forces .... , many seemingly innocent people were accused of .... with the enemy.

(a) were leaving, to have been collaborated (b) have left, being collaborating
(c) will leave, collaborating (d) had left, having collaborating

(vi) As a child grows older, he becomes more convinced that science could do .... or nothing to explain the world of spirituality.

(a) few (b) little (c) some (d) a few

PART - B (40 MARKS)

WRITING

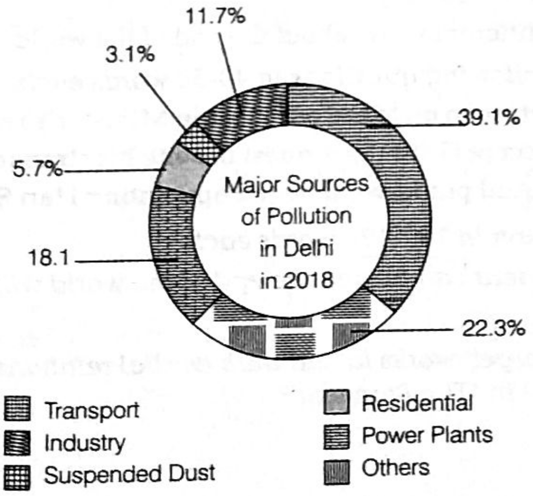
(10 Marks)

8. *You recently had your computer fixed at a local computer store, however, you are not pleased with the service you received. Write a letter to the store manager describing your situation by explaining why you are dissatisfied.* **(5)**

Or

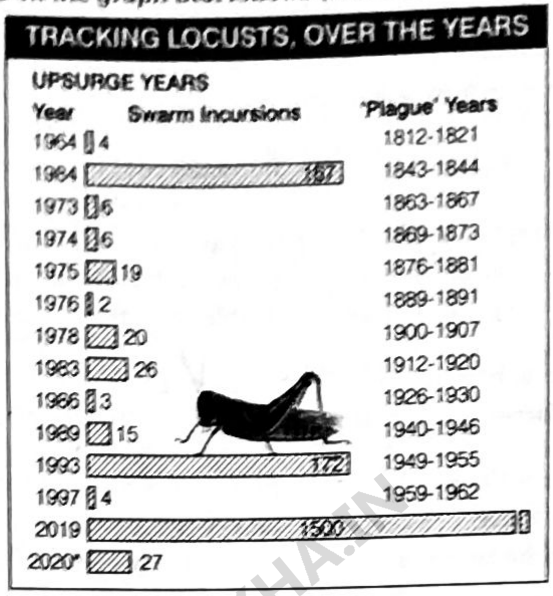
You are Nitin/Nita of class X of Army Public Shool, Delhi Cantt. You are among many children of your school who want to have the facility of a good canteen in your school. Write a letter to your school describing the current situation and requesting him to open a good canteen so that students can get good hygiene food in school.

9. *Write a paragraph in 100-120 words based on the clue given below.* **(5)**



Or

Write a paragraph based on the graph that follows (100-120 words).



LITERATURE TEXTBOOKS

(30 Marks)

10. (a) *Answer any two of the following questions in 20-30 words each.* (2 × 2 = 4)

(i) Explain why was the poet standing under the hemlock tree.

(ii) Why was Lencho sure that it was going to rain?

(iii) What does the Buddha say about the world?

(b) *Answer any two of the following questions in 20-30 words each.* (2 × 2 = 4)

(i) Why was Dr. Herriot confident that Tricki will be in hospital soon?

(ii) Why did Sulekha start stammering?

(iii) Discuss the character of the young lawyer as depicted in the chapter 'The Hack Driver'.

11. (a) *Answer any two of the following questions in 40-50 words each.* (3 × 2 = 6)

(i) How did Maggy and Peggy realise that Wanda liked them?

(ii) Mention any two things that the narrator experienced when he was surrounded by clouds in the lesson, 'The Black Aeroplane'.

(iii) Write down the two different views about the end of the world.

(b) *Answer any two of the following questions in 40-50 words each.* (3 × 2 = 6)

(i) Why does Matilda refuse to go to the party at the Minister's residence?

(ii) Why did Mrs. Hall accept Griffin as a guest despite his strange behaviour?

(iii) What conditions did Anil put forward before appointing Hari Singh as a servant?

12. *Answer the following question in 100-120 words each.* (5)

Discuss how extreme behaviour can hasten the end of the world with respect to 'Fire and Ice'.

Or

The Principle 'forgive and forget' works to maintain cordial relations with people. Do you think Anton Chekhov gives this message in 'The Proposal'?

13. ***Answer the following question in 100-120 words each.*** **(8)**

"Everyone must be given a chance to reform." How did Anil worked upon these values and succeeded.

Or

Bholi's real name is Sulekha. We are told this in the beginning. But only in the last paragraph of the story is Bholi called Sulekha again. Why do you think she is called Sulekha at the last point in the story?

Answers

1. (i) (c) 2 and 4
(ii) (d) Positive Thinking
(iii) (b) improve
(iv) (a) 3 and 4
(v) (d) Buoyant
(vi) (c) Facing difficult times with a more realistic attitude.
(vii) (a) 1 and 3
(viii) (d) optimism and pessimism
(ix) (b) to include
(x) (c) indeed
(xi) (a) to take part in a particular activity
(xii) (d) self-talk

2. (i) (b) Chewang Norphel
(ii) (c) 625314
(iii) (b) 50 mm
(iv) (a) Shortage of water for farming
(v) (c) Chewing Norphel
(vi) (b) Cold desert
(vii) (a) Padma Shri
(viii) (d) April/ May
(ix) (b) July
(x) (c) With the help of artificial glaciers
(xi) (a) Chewang Norphel has built 17 artificial glaciers in and around Leh since 1987.
(xii) (b) Embankment

3. (i) (c) the narrator
(ii) (d) 2, 5 and 6
(iii) (a) F-1,4 and O-2,3
(iv) (c) compass
(v) (b) To thank him.

Or

(i) (a) Mme Loisel
(ii) (b) To wear in the Ball party
(iii) (a) Because it looks very expensive.
(iv) (b) Vanity of poor Loisel and nobility of rich Mme Forestier.
(v) (d) All of these

4. (i) (a) Ogden Nash
(ii) (d) the pirate
(iii) (b) Gimme all your money!
(iv) (c) to have bad intentions.
(v) (c) clear

Or

(i) (c) the tiger is hungry.
(ii) (c) set free
(iii) (b) hiding
(iv) (a) Attack the deer
(v) (b) Abcb

5. (i) (d) bears
(ii) (b) was
(iii) (a) was appointed

6. (i) (c) ordered
(ii) (a) whether he would like
(iii) (c) bring him

7. (i) (a) the
(ii) (c) has risen, shows
(iii) (d) apart, also
(iv) (b) hardly, when
(v) (d) had left, having collaborating
(vi) (b) little

SAMPLE QUESTION PAPER 4

A Highly Simulated Sample Question Paper for CBSE Class X

English Language and Literature

General Instructions

1 This question paper is divided into two parts.

- Part – A 40 Marks
- Part – B 40 Marks

2 All questions are compulsory.

3 Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them.

4 Do not exceed the prescribed word limit while answering the questions.

Time : 3 hours *Max Marks : 80*

PART – A (40 MARKS)

READING

(20 Marks)

1. *Read the passage given below carefully.* (10)

1. 'Selfie' is defined as a photograph that one has taken of oneself, typically taken with a smartphone or webcam and shared via social media. But because it seems to be all the rage to be negative about popular things, many people have labelled selfie-taking as negative. Teenagers with an affinity for taking pictures of themselves are considered to be 'self-absorbed', or it is suggested that perhaps they spend too much time wallowing in their own narcissism.
2. While there could be a case for such thinking, I think that people labelling selfie-taking teenagers as self-obsessed are simplifying things. I fail to understand why actually liking yourself and sharing that self-love with others through social media is seen as negative and why those who do it should be scorned. People are basically taking selfies because they can, and the easy access to portable camera phones makes it easy.
3. The great thing about selfies is that they allow you to control your image. If you are taking the picture, you do not give someone else the power to manipulate how you look. They allow you to put yourself 'out there' and let the world know that you exist. Andrea Letamendi, a clinical psychologist and research fellow at UCLA, noted in a study and was quoted in a Time magazine article as saying, "Self-captured images allow young adults and teens to express their mood states and share important experiences."
4. Selfies are sometimes more than just trying to look pretty. They can be about empowering yourself and sharing that feeling with others.
5. There is an overwhelming pressure in society today that we must all be beautiful, skinny and perfect, like a lot of the celebrities and models that we see in magazines, on TV and in movies. There's an entire industry of diet pills, cosmetics and hundreds of other appearance- changers that prey on people's (both women and men!) lack of self-esteem. It's depressing to feel that you aren't good enough or aren't pretty enough or anything like that. In a world where teenagers are under constant scrutiny, I see no problem with us trying to find ways to love ourselves. If taking a pretty photo and sharing it with others completes that, then so be it.

On the basis of your reading of the passage, answer any ten of the following questions. (1 × 10 = 10)

(i) What strong pressure is there on people in society today, according to the passage?

1. We should all be beautiful.
2. We should be imperfect.
3. We must be thin.
4. We should be perfect.

(a) 1, 3 and 4 (b) 1 and 3 (c) 3 and 4 (d) 1, 2 and 4

(ii) Choose the option that best captures the opinion of the author about people who post their selfies on social media.

(a) They are self-absorbed.
(b) They are unaware of their surroundings.
(c) There is nothing wrong about loving yourself and taking others about it.
(d) They are conceited.

(iii) The word 'skinny' used in the last para of the passage

1. describes the physique of an individual.
2. can be used with 'men' as well as 'women'.
3. is the opposite of 'slim'.
4. is used to show disapproval.

(a) 1, 2 and 3 (b) 1, 2 and 4 (c) 2, 3 and 4 (d) All of these

(iv) Which of the following will be the most appropriate title for the passage?

(a) Selfies Should be Banned
(b) Why take Selfies?
(c) Views on Selfies
(d) Selfies-Is There A Need?

(v) Choose the option that does not use the word 'portable' in a sentence correctly.

(a) Many people do not have access to portable drinking water.
(b) I purchased a portable music player yesterday.
(c) Computers are becoming lighter, smaller and portable every year.
(d) Get a portable, not a big TV.

(vi) Which of the following word is an antonym of 'self-esteem' as used in para 5?

(a) Humanity (b) Humility
(c) Criticism (d) Worthlessness

(vii) Choose the statement that is/are true as per the passage.

1. Selfies are usually taken with a camera phone or webcam and shared via social media.
2. Selfie taking is considered negative by a majority of people.
3. Self-captured images allow young adults / teenagers to express their mood states.
4. Selfies are a rage these days.

(a) 1, 2 and 3 (b) 2, 3 and 4
(c) 2 and 3 (d) 1 and 4

(viii) How does taking selfies allow us to control our image in others minds?

(a) By giving others the power to change how you look.
(b) By posting the pictures on their timeline.
(c) By tagging the pictures.
(d) By not giving others the power to change how you look.

(ix) What is the author's opinion about people who post their selfies on social media?

(a) He is against taking selfies.
(b) He is neutral about the selfie rage.
(c) He is indirectly against this phenomenon.
(d) He thinks that there is nothing wrong about this craze.

UNSOLVED

(x) Choose the positive things that is/are said about selfies in the passage.

1. They are able to boost our self-image.
2. They help us to empower ourselves.
3. They help in sharing our perfect figures to others.
4. They help in sharing our feeling of empowerment with others.

(a) 1 and 2 (b) 2 and 3 (c) 2 and 4 (d) 1, 2 and 3

(xi) Which of the following gives the correct meaning of 'scorned' as used in para 2 of the passage?

(a) A feeling of great respect for someone.
(b) A very strong feeling of no respect for someone Something that you think is stupid or has no value.
(c) A feeling of annoyance
(d) A feeling of unhappiness.

(xii) Which of the following words in para 3 means the same as to put something on social media so that other people can see it?

(a) Control (b) Manipulate (c) Signal (d) Share

2. *Read the passage given below carefully.* (10)

Nature depletion to most of us has been reduced to global warming threats. With the forest cover depleted to a minimum, animals pached to extinction and holidays in wildlife sanctuaries, the interest of a few - to link with nature seems like a distant possibility. Zoos and zoological parks remain the only places for the multitudes to concect with wildlife.

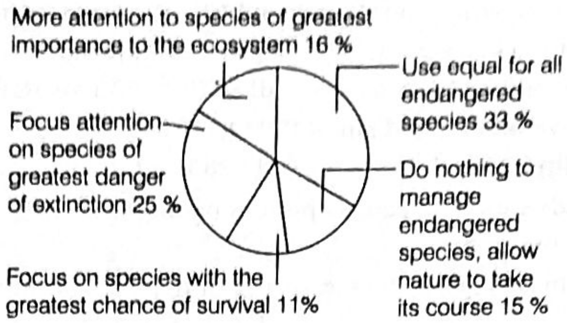
Traditionally, zoos have provided an economical form of recreation for people from various society, income and educational levels, ages and socio-economic backgrounds. They offer a large vista of possibilities to educate and sensitise people. According to CEE India, "In India, there are more than 150 zoos and they attract as many as 50 million visitors annually."

Today, children have a vast disconnect with nature. An attractive place is required for nature education to provide a competition to internet, television and play stations. Zoos are a place where children get to see the animals. It gives form to their imagination and opens a new world of curiosity. Many grow up to become crusaders of wildlife protection. In India, Reuben David, a champion of wildlife, created the Ahmedabad zoo. During his time, the zoo became one of India's most remarkable zoos in India and contributed substantially to conservation and research. Animals are exchanged between the zoos of the world.

Man-animal conflict continues to intensify. The Wildlife Protection Society of India estimated that at least 3,189 leopards were killed from 1994 to 2010. Leopards are targeted as they attack livestock and enter human habitation. Wild animals need protection.

Some animals activists talk about banning zoos. What is the alternate plan to save various critically endangered species? Banning zoos might just accelerate their extinction. Zoos provide breeding places for the species that face a threat of death in the jungles. When a species is confined to one place, it faces the danger of being wiped away by disease, famine or epidemic. Many species are bred in zoos and reintroduced in their natural habitats.

The issue should not be to ban the ill-maintained zoos but to put more investment into creating a naturalised environment, keep animals healthy and well-fed, facilitate captive breeding programmes, carry out research and restore endangered species understand animal behaviour, improve animal husbandry, develop conservation initiatives and educate the visitors. Zoos, a sustainable way of conservation, provide life-system education and have immense educational and research value.



On the basis of your understanding of the passage, answer any ten questions from the twelve that follow.

(i) How are zoos important in animal protection?

1. Zoos provide breeding places for endangered species.
2. Banning zoos can lead to illegal killing of animals.
3. Species bred in zoo can be reintroduce in their natural habitat to increase their numbers.
4. They give the chance to sell animals for human profit.
5. They are expensive to maintain.

Choose the correct option.

(a) 2, 3, 4 and 5 (b) 2, 3 and 4 (c) 1, 3 and 5 (d) 1, 2 and 3

(ii) Choose the statement which is NOT true in context to the passage.

(a) Zoos are not the sustainable way of conservation.
(b) Zoos have to be attractive in order to bring children to zoos.
(c) Animals are exchanged between zoos of the world.
(d) Some people want to ban the zoos.

(iii) Which statement tell the most appropriate importance of zoo for children?

(a) They will get a break from their daily-routine.
(b) They will not use electronic gadgets for sometime.
(c) Zoos will provide form to their imaginations.
(d) Zoos can help them become crusaders of wildlife protection.

(iv) How can zoos help in saving the endangered species?

(a) By providing breeding places. (b) By providing a shelter.
(c) By providing food. (d) All of these

(v) Why do children nowadays feel disconnected with nature?

(a) They do not find zoos attractive.
(b) They are more interested into internet, TV and play stations.
(c) They do not find time to go to zoo.
(d) Children are busy in studies nowadays.

(vi) Based on your understanding of the passage, choose the option that best lists the main points from the passage.

1. Nature depletion is one of the major reasons for habitat loss.
2. Zoos can help in conservation of animals and research on their behaviour.
3. Zoos are not appropriate breeding places for endangered species.
4. Banning zoo will not help in animal protection.
5. Zoos are well maintained.

Choose the correct option.

(a) 1, 2 and 5 (b) 2, 3 and 4 (c) 1, 2 and 4 (d) 3, 4 and 5

(vii) In the line ".....poached to extinction..... possibility.", the word 'poached' DOES NOT refer to
(a) protecting animals from extinction.
(b) illegal hunting.
(c) killing of animals for selfish reasons.
(d) selling animals in illegal markets.

(viii) How many leopards have been killed since 1994 to 2010?
(a) 3184
(b) 3289
(c) 3285
(d) 3189

(ix) What is one major disadvantage of zoo, as per the passage?
(a) Zoos are poorly maintained.
(b) Animals confined in one place face a threat of disease, famine or epidemic resulting in their extinction at once.
(c) Zoos are congested and animals cannot move freely.
(d) The animals confined to one place do not develop as they do in their natural habitat.

(x) How can we improve the conditions of zoos?
(a) Creating naturalised environment.
(b) Keeping animals healthy and well-fed.
(c) Facilitate captive breeding programmes.
(d) All of these

(xi) Which type of species need focused attention?
(a) Those which are at a greater risk of extinction.
(b) Those which are most important to ecosystem.
(c) Those with greatest chance of survival.
(d) No need to give focused attention to any species.

(xii) How many per cent of people wanted equal ways to conserve all endangered species?
(a) 16%
(b) 25%
(c) 33%
(d) 15%

LITERATURE TEXTBOOKS

(10 Marks)

3. *Read the following extract and answer the questions that follow.* (1 × 5 = 5)

Our elders are often heard reminiscing nostalgically about those good old Portuguese days, the Portuguese and their famous loaves of bread. Those eaters of loaves might have vanished but the makers are still there.

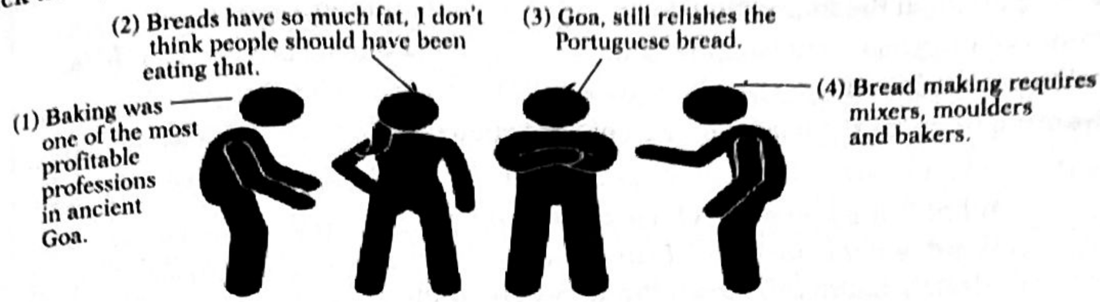
(i) Who are 'those' in the given extract?
(a) The Portuguese tourists
(b) Makers of Portuguese bread
(c) Eaters of Portuguese bread
(d) The narrator's Portuguese neighbours

(ii) Choose the option that lists the set of sentences that are NOT TRUE according to the given extract.
1. The loaves loved by the narrator's are of Portuguese bread.
2. The loaves of bread are a special delicacy in Goa.
3. The Baker is a celebrated personality of Goa.
4. Baking as a profession is dead in Goa.
5. The arrival of a baker is a special highlight of the day for the narrator.
6. The narrator is one of the lovers of the loaves of bread.

(a) 1 and 2
(b) Only 4
(c) Only 6
(d) 3 and 5

(iii) Who have vanished?
(a) Portuguese
(b) Makers of Portuguese bread
(c) Eaters of Portuguese bread
(d) The Portuguese tourists

(iv) Pick the option that correctly classifies Fact/s (F) and Opinion/s (O) of the students below.


(1) Baking was one of the most profitable professions in ancient Goa.
(2) Breads have so much fat, I don't think people should have been eating that.
(3) Goa, still relishes the Portuguese bread.
(4) Bread making requires mixers, moulders and bakers.

(a) F-1,3,4 and O-2
(b) F-1,4 and O-2,3
(c) F-2,3 and O-1,4
(d) F-3 and O-1,2,4

(v) How is the traditional baker recognised?
(a) With the thud and jingle of the bamboo
(b) With his baking style
(c) With his clothing style
(d) None of these

Or

He broke open boxes and wrappers and fitted himself out with warm clothes. Soon, with shoes, an overcoat and a wide-brimmed hat, he became a fully dressed and visible person. In the kitchen of the restaurant he found cold.....

(i) The following extract has been taken from
(a) The Invisible Man
(b) Footprints Without Feet
(c) Bholi
(d) The Necklace

(ii) The fact that he had to wear warm clothes shows us that
(a) he was poor
(b) the weather was cold
(c) it was rainy season
(d) he was crazy

(iii) When the writer says, "..he became a fully dressed and visible person", he indicates that
(a) 'he' needed clothes badly
(b) 'he' was invisible
(c) 'he' was a runaway
(d) 'he' was hiding from someone

(iv) Where was 'he'?
(a) London Grocery store
(b) Theater company
(c) Hall's guest house
(d) Big London store

(v) Which word in the above extract is a synonym of 'fill up'?
(a) Wrappers (b) Visible (c) Brimmed (d) Fitted

4. *Read the following extract and answer the questions that follow.* **(1×5 = 5)**

But if I had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.

(i) The poet of the poem from which this extract has been taken is
(a) Robert Frost (b) Carl Sandburg (c) Walt Whitman (d) Ogden Nash

(ii) 'I' in the extract refers to
(a) the poet's friend (b) the poet's enemy (c) the poet (d) the poet's child

(iii) The rhyming scheme of the given extract is
(a) ababa (b) aabba (c) abcba (d) ababd

(iv) Through the given lines the poets wants to convey that
(a) our actions have led to ice age.
(b) our extreme emotions can destroy our world.
(c) death by ice is slow and more painful.
(d) the debate regarding the end of world is logical.

(v) The fact that the poet has used a scientific debate for the end of the world tell us that he is
(a) telling us about the impending doom.
(b) regretful of human actions.
(c) asking us to change.
(d) warning us about the consequences of our actions.

Or

What is the boy now, who lost his ball,
What, what is he to do? I saw it go
Merrily bouncing, down the street and then
Merrily over – there it is in the water!

(i) From which poem has this extract been taken?
(a) The Dust of Snow (b) The Ball Poems (c) Fire and Ice (d) The Ball Poem

(ii) Who are 'he' and 'I' in the extract?
(a) The boy and the poet (b) The poet and the boy
(c) The boy's friend and his father (d) The boy's father and the boy

(iii) What happens to the boy who has lost the ball?
(a) He becomes happy (b) He teases others
(c) He becomes confused (d) He becomes sure

(iv) The poet uses the ball as a symbol of the boy's
(a) extended family (b) innocence and carelessness
(c) carefree childhood days (d) sense of adventure

(v) The dash in the fourth lines of the stanza conveys
(a) sudden interruption (b) familiarity
(c) excitement (d) outburst of emotions

GRAMMAR

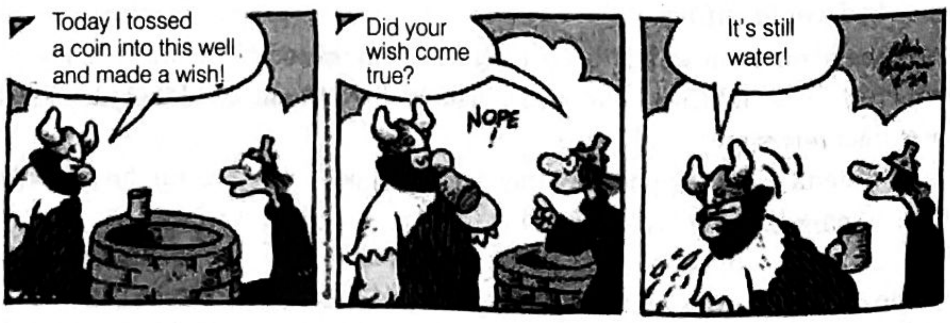
(10 Marks)

5. *Fill in the blanks given below with the help of the options that follow.* (1 × 3 = 3)

India's first woman teacher and headmistress was *(i)* ………… on 3rd January, 1831, near Pune. She was married off to 13-year old Jyotirao Phule when she *(ii)* ………. just 10. Savitribai learnt from her husband and her friends and *(iii)* ………. training to be a teacher. With Jyotirao, she started the first school for girls.

(i) (a) bring (b) born (c) brought (d) bought
(ii) (a) were (b) am (c) was (d) had
(iii) (a) underwent (b) undergo (c) doctored (d) rendered

6. *Choose the correct options to fill in the blanks to complete the narration.* (1 × 3 = 3)


Today I tossed a coin into this well, and made a wish!
Did your wish come true?
NOPE!
It's still water!

Gurban loves grape juice. When he *(i)* ………. well, Jos caught him and asked him about why he was there? Gurban told him that he *(ii)* ………. in the well to make a wish. Jos asked him whether his wish had come true. At his question, Gurban got some water out of the well and drank it. He spit out the water and *(iii)* .... it is still water.

(i) (a) goes to the (b) go to the (c) went to the (d) was going to the

(ii) (a) had tossed a coin (b) was going to toss the coin
(c) had tossed his coin (d) was tossing his coin

(iii) (a) requested that (b) spoke that (c) ordered that (d) exclaimed that

7. *Fill in the blanks by choosing the correct option for any four of the six sentences given below.* **(1× 4 = 4)**

(i) This is not a new theory; quite a lot of scientists .... on it for several decades.
(a) would have worked (b) had worked
(c) have been working (d) would work

(ii) .... of the past three recessions has been successively weaker and shorter as policy missteps have lessened.
(a) Each (b) Every (c) One (d) Some

(iii) .... how aggressively they tackle its carbon problem, the global outlook hinges on the coal fired economies of the world's two looming giants.
(a) In view of (b) No matter (c) However (d) As if

(iv) Unfortunately there was an electricity cut just as we .... the new computer.
(a) are installing (b) would install (c) have installed (d) were installing

(v) .... secret meeting of Board of Directors has had lately have led to many speculations in the office.
(a) The (b) A (c) Few (d) No

(vi) The committee .... the question for nearly an hour and still hasn't come to a decision.
(a) has been discussing (b) had discussed
(c) will discuss (d) is discussing

PART - B (40 MARKS)

WRITING

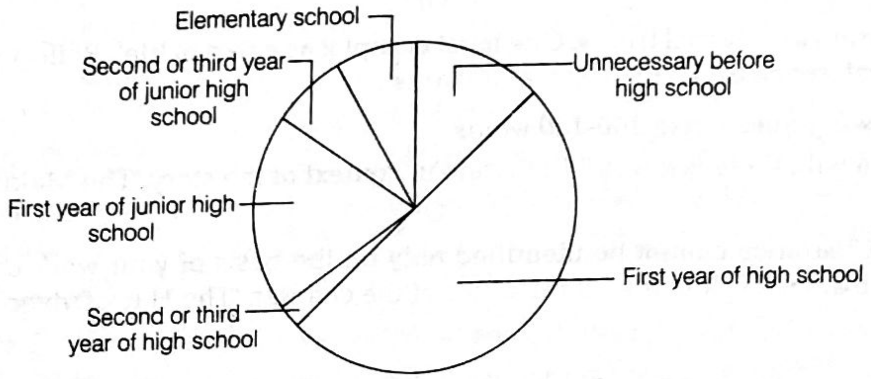
(10 Marks)

8. *Your friend has sent you a letter 2 weeks ago by registered post. It had some important documents in it. Till date you have not received the letter. Write a letter to the Post Master of your local post office explaining the situation. (100-120 words)* **(5)**

Or *Write a letter to the Station House Officer of your area explaining him/her the situation about the non-following of social distancing rules in the Gramin Seva mini-buses that are running in your area alerting him about the grave consequences to the passengers due to the ongoing COVID-19 pandemic. (100-120 words)*

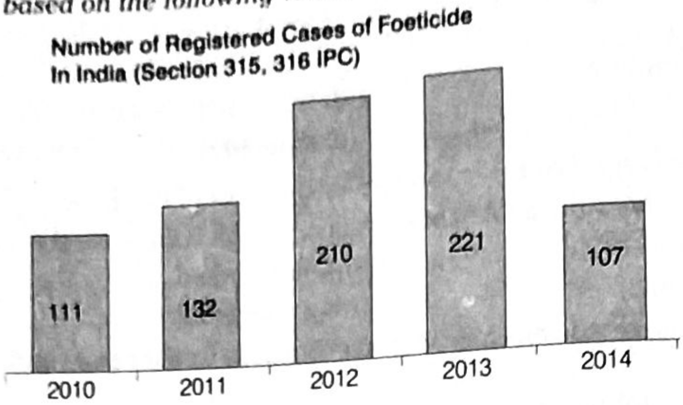
9. *Write a paragraph in 100-120 words based on the following clue.* **(5)**

When Is it Appropriate for a Child to First Have a Smartphone?



Or

Write a paragraph based on the following visual clue in 100-120 words.



LITERATURE TEXTBOOKS

(30 Marks)

10. (a) *Answer any two of the following questions in 20-30 words each.* (2 × 2 = 4)

(i) Why were the two national anthems sung? (Nelson Mandela : Long Walk to Freedom)

(ii) What does Valli tell the elderly man when he calls her a child?

(iii) What is the central theme of the poem 'Dust of Snow'?

(b) *Answer any two of the following questions in 20-30 words each.* (2 × 2 = 4)

(i) What was the cause of Matilda's ruin?

(ii) Who was Mr Weiherer? How did he help Richard?

(iii) Why did Mrs Pumphrey treat her pet in a special way?

11. (a) *Answer any two of the following questions in 40-50 words each.* (3 × 2 = 6)

(i) Comment on the relationship Anne had with her grandmother.

(ii) Describe the strange things that the pilot noticed about the 'Black Aeroplane'.

(iii) Why does the tiger express his rage quietly?

(b) *Answer any two of the following questions in 40-50 words each.* (3 × 2 = 6)

(i) What did the thief mean when he said "It is easy to rob a greedy man ..... but, it is difficult to rob a careless man ...."?

(ii) How did the hack driver sketch the character of Lutkins?

(iii) Why does the landlord's wife think that Griffin was an 'eccentric scientist'?

12. *Answer the following question in 100-120 words each.* (5)

"India is not a nation, nor a country. It is a subcontinent of nationalities." Comment with reference to your understanding of the stories given in 'Glimpses of India'.

Or

'Death and suffering are eternal truths. One must accept it as a part of life'. Reflect your views on this statement with reference to 'The Sermon at Benaras'.

13. *Answer the following question in 100-120 words.* (5)

"Where there is a will, there is a way." Elaborate in context of the story 'The Making of a Scientist.'

Or

Intelligence or Clearance cannot be identified only on the basis of your work or profession but it comes from our inside. Explain it with reference of the chapter, 'The Hack Driver'.

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Answers

1. (i) (a) 1, 3 and 4
(ii) (c) There is nothing wrong about loving yourself and taking others about it.
(iii) (b) 1, 2 and 4
(iv) (c) Views on Selfies
(v) (a) Many people do not have access to portable drinking water.
(vi) (b) Humility
(vii) (b) 2, 3 and 4
(viii) (d) By not giving others the power to change how you look.
(ix) (d) He thinks that there is nothing wrong about this craze.
(x) (c) 2 and 4
(xi) (b) A very strong feeling of no respect for someone/something that you think is stupid or has no value.
(xii) (d) Share

2. (i) (d) 1, 2 and 3 (ii) (a) Zoos are not the sustainable way of conservation
(iii) (c) Zoos will provide from to their imaginations. (iv) (d) All of these
(v) (b) They are more interested into intenet, TV and play stations.
(vi) (c) 1, 2 and 4
(vii) (a) protecting animals from extinction. (viii) (d) 3189
(ix) (b) Animals confined in one place face a threat of disease, famine or epidemic resulting in their extinction at once.
(x) (d) All of these
(xi) (a) Those which are at a greater risk of extinction.
(xii) (c) 33%

3. (i) (c) Eaters of Portuguese bread (ii) (b) Only 4
(iii) (c) Eaters of Portuguese bread (iv) (a) F-1, 3, 4 and 0-2
(v) (a) With the thud and jingle of the bamboo

Or

(i) (b) Footprints Without Feet (ii) (b) the weather was cold
(iii) (a) 'he' needed clothes badly
(iv) (d) Big London store (v) (c) Brimmed

4. (i) (a) Robert Frost (ii) (c) the poet
(iii) (a) ababa (iv) (b) our extreme emotions can destroy our world.
(v) (d) warning us about the consequences of our actions.

Or

(i) (d) The Ball Poem (ii) (a) The boy and the poet
(iii) (c) He becomes confused
(iv) (c) carefree childhood days (v) (a) sudden interruption

5. (i) (b) born (ii) (c) was
(iii) (a) underwent (d) (iii) fought

6. (i) (c) went to the (ii) (b) was going to toss the coin
(iii) (d) exclaimed that

7. (i) (c) have been working (ii) (a) Each
(iii) (b) No matter (iv) (d) were installing
(v) (b) A (vi) (a) has been discussing

SAMPLE QUESTION PAPER 5

A Highly Simulated Sample Question Paper for CBSE Class X

English Language and Literature

General Instructions

1 This question paper is divided into two parts.

- Part – A 40 Marks
- Part – B 40 Marks

2 All questions are compulsory.

3 Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them.

4 Do not exceed the prescribed word limit while answering the questions.

Time : 3 hours *Max Marks : 80*

PART – A (40 MARKS)

READING

(20 Marks)

1. *Read the passage given below carefully.* (10)

1. It is common knowledge that school children are under great pressure to perform well in all fields, study ten subjects, play games and develop an impressive image. How do they manage? The skills, techniques and principles which they pick up while still young help them cope.

2. Two of twentieth century's finest minds have lamented that schools are not teaching the basics of personal excellence or the science of success. "Almost all of what a child learns at school after the age often is totally irrelevant to his need in later life. Most schools do not teach thinking at all." We need to understand that management must be taught as a school subject. The weightiest argument is that children are managers.

3. Many of children are called upon to play directly three of the interpersonal roles: 'Figurehead', 'Leader' and 'Liaison Officer'. They do this while assisting teachers as monitors or group leaders, while captaining teams on playgrounds and while leading teams in competitions. Many more play these roles as surrogates.

4. The decision role of 'Entrepreneur' and 'Resource Allocator' may only occasionally be assigned to children. However, it is worth noting that, according to a recent survey in Delhi, a monthly allocation of up to ₹ 1000 is available as pocket money to school children. Therefore, they too need to have control over money and to develop a sense of budget. If we add to these financial resources to the resources of time, information and intellect available to children, we find that the decision making roles are not irrelevant to them. Children play the other two decision roles: 'Disturbance Handler' and 'Negotiator' more often.

5. Children are managers in the making: Many of the management habits (e.g., using a to-do list), management skills (e.g. Sensitive listening), management attitudes and values are formed early in life. Personality theorists believe that it is extremely difficult to change personality traits, styles of thinking and habits of behavior once they are formed.

6. As in language learning, where basic and abstract aspects of language like pronunciation and rhythm are extremely resistant to learning after puberty, good management habits, attitudes and values are difficult to acquire in adulthood. Computer skills, lateral thinking and swimming, often felt to be forbidden by adults are easily learnt by children. In fact, both research evidence and specialists strongly

support the view that children's ability to learn skills like swimming and creative thinking is much more developed than adults. Equally important, complex organisms (a) learn what is necessary or pleasurable and (b) adapt themselves in ways that will serve their needs and interests with amazing enthusiasm, ease and effectiveness.

On the basis of your reading answer any ten of the following questions. **(1 × 10 = 10)**

(i) The reason of pressure on children is
(a) common knowledge
(b) absence of skills
(c) choice between studies and games
(d) performance demand in all fields

(ii) What according to few educationists, is lacking in school teaching?
(a) Basics of personal excellence
(b) Science of success
(c) Thinking
(d) All of these

(iii) Which of the following lists the skills that can be developed at an early stage?
1. Language
2. Management
3. Human values
4. Creative thinking
5. Personality traits
6. Logical reasoning
(a) 1 and 6 (b) Only 2 (c) 2,3,4 and 5 (d) All of these

(iv) The article advocates teaching .... as a subject in school.
(a) management (b) creative thinking (c) computer skills (d) swimming

(v) Which of the following will be the most appropriate title for the passage?
(a) Skills for Life
(b) Going Beyond Books
(c) Management Education
(d) Learning Differences

(vi) What are the attributes of a person with good management?
(a) Moral code of conduct
(b) Good personality traits
(c) Time management
(d) Efficient communication skills

(vii) Select the option that makes the correct use of 'weightiest' as used in the passage, to fill in the space.
(a) Everyone must take up the book in the proper .... frame of mind.
(b) The Russian revolutionists present that evening had all passed through .... tests
(c) The students of the university he taught in daily lectures, passing in review the ..... authors of antiquity.
(d) Of the many objections posed against the play, the .... is that which condemns the Infanta.

(viii) What is true from complex organisms?
(a) They will learn what is necessary or pleasurable.
(b) They will adapt themselves in ways that will serve their needs and interests.
(c) They possess amazing enthusiasm and effectiveness.
(d) Both (a) and (b)

(ix) The sense of budget among children is an indication towards their capability of performing
(a) interpersonal role
(b) decision making role
(c) leading role
(d) informational role

(x) How are the interpersonal roles performed by students?
(a) By assisting teachers as monitors
(b) By captaining teams on playgrounds
(c) By leading teams in competitions
(d) All of these

(xi) Why does the author of the passage state that certain skills need to be taught since childhood?
(a) Children are more open-minded
(b) They are more sincere and dedicated
(c) The ability to learn those skills are more mature in children
(d) Children can easily learn through experiences

(xii) Choose the option that incorrectly states the meaning of 'abstract', as used in the passage.

1. Existing in thought
2. Not having a concrete existence
3. To remove
4. Symbolic
5. Hypothetical
6. Philosophical

(a) 2 and 4 (b) Only 5 (c) Only 3 (d) 1 and 6

2. *Read the passage given below carefully.*

India is home to 18 per cent of the global population but has only 4 per cent of the global water resources. Its per capita water availability is around 1,100 cubic meter (m^3), well below the internationally recognised threshold of water stress of 1,700 m^3 per person, and dangerously close to the threshold for water scarcity of 1,000 m^3 per person.

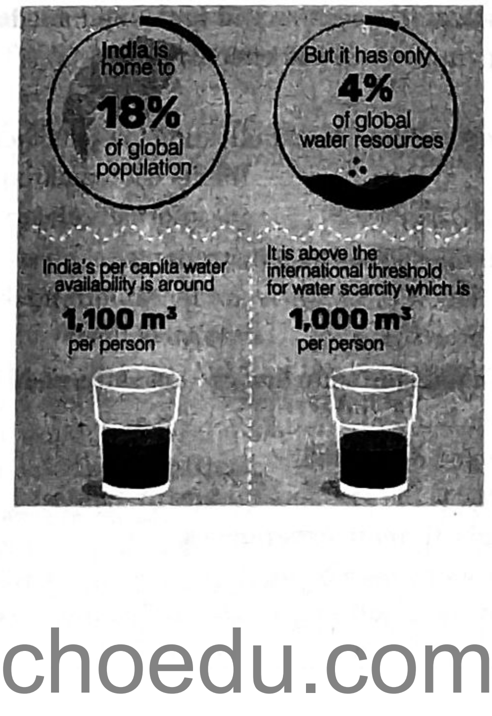
Paradoxically, India is also the largest net exporter of virtual water (the amount of water required to produce the products that India exports) and has one of the most water-intense economies. Despite looming water scarcity, India is one of the largest water users per unit of GDP suggesting that the way in which India manages its water resources accounts for much of its water woes.

The problem lies with the Government capacities which are lacking in improving water management, while policies and incentives often favor inefficient and unproductive use of water. This coupled with weak or absent institutions (e.g. for water regulation) and poor data collection and assessment results in the increasing state of water woes in the country.

When it comes to improving water service delivery, India can learn from Brazil, Colombia, Mozambique and New South Wales (Australia), among others. We don't even have to go overseas to see good examples of water resources management. The Maharashtra Water Resources Regulatory Authority, established under a World Bank project, is putting in place policies, regulations, institutions and incentives that promote more efficient and more productive use of water. Efforts to establish effective authorities are also underway in other states and Maharashtra is disseminating the lessons learned from its experience.

Further, the World Bank's Country Partnership Framework for India recognizes the importance of the efficient use of natural resources, including water, in support of the country's ambitious growth targets. Several World Bank projects support India's efforts in the water sector: Through the National Mission for Clean Ganga, the World Bank is helping the Government of India build institutional capacity for the management and clean-up of the Ganga and investing to reduce pollution.

Another World Bank project, the Dam Rehabilitation and Improvement Project, has improved the safety and performance of 223 dams in the country. The National Hydrology Project is providing significant support to strengthen capacities, improve data monitoring and analysis, and laying the foundations for benchmarking and performance-based water management. There are many more such projects that aid an efficient water management system.



On the basis of your reading answer any ten of the following questions. (1 × 10 = 10)

(i) What does the passage tell us about the Indian per capita water availability?

(a) It holds the world's largest water supply.

(b) It is well below the internationally recognised threshold of water stress.

(c) It is dangerously close to the threshold for water scarcity.

(d) Both (b) and (c)

(ii) In the line "...internationally recognised threshold", the threshold DOES NOT include

(a) the magnitude or intensity (b) a point of entry

(c) margin (d) a level, rate, or amount

(iii) According to the passage, Indian water woes are a result of

(a) lack of potable water (b) lack of water management system

(c) over pollution in the water bodies (d) excess usage and wastage of water

(iv) Based on your understanding of the passage, choose the option that lists the ways in which water can be managed in India.

1. Regulation 2. Recycle 3.Incentives

4. Reuse 5. Policies 6. Treatment

(a) 1,4 and 6 (b) 2,3 and 5 (c) 1,3 and 5 (d) 2,4 and 6

(v) Why are the water woes in the country ever on rise?

(a) Lacking in the improvement of water management.

(b) Policies and incentives favoring inefficient and unproductive use of water.

(c) Poor data collection and assessment.

(d) All of the above

(vi) What is the National Mission for Clean Ganga?

(a) A mission by the World Bank for the management of the river Ganga.

(b) A mission by the Government of India in building institutional capacity for the management of the river Ganga.

(c) A mission to build institutional capacity for the management and clean-up of the Ganga and investing to reduce pollution.

(d) A mission for cleaning the river Ganga while reducing the pollution causing elements.

(vii) How does the Maharashtra Water Resources Regulatory Authority serve as an example for the nation?

(a) By putting in place policies, regulations, institutions and incentives that promote more efficient use of water.

(b) By limiting the use of water to certain hours of the day.

(c) By putting strict enforcement of laws against those who pollute or waste potable water.

(d) All of the above

(viii) The World Bank's Country Partnership Framework for India recognises water as

(a) an essential water resource.

(b) an essential part of the country's ambitious growth targets.

(c) a scarce resource which must be preserved.

(d) a resource that needs to be managed efficiently.

(ix) What is virtual water?

(a) Water that is used during production of a product.

(b) The amount of rainfall in a region.

(c) The total capacity of the water bodies present within the country.

(d) The distance covered in water for export of products.

(x) The writer of the given passage blames .... for the country's water woes.
(a) people of the country
(b) the industrial setup
(c) government
(d) poor enforcement of policies

(xi) Which of the following nationalities serves as an example of efficient water management system?
(a) China
(b) Brazil
(c) USA
(d) UK

(xii) What does the author mean by 'water-intense economies'?
(a) Economy where most of the water is wasted.
(b) Economy where water is a major component of production.
(c) Economy which depends on water usage.
(d) Economy where water is untreated and unpolluted.

LITERATURE TEXTBOOKS

(10 Marks)

3. *Read the extract given below and answer the questions that follow.* (1 × 5 = 5)

"That's what they say: no one dies of hunger." All through the night, Lencho thought only of his one hope: the help of God, whose eyes, as he had been instructed, see everything, even what is deep in one's conscience. Lencho was an ox of a man, working like an animal in the fields, but still he knew how to write.

(i) What was Lencho's only hope?
(a) The help of God
(b) The help of the government
(c) Help from Post office
(d) His family's support

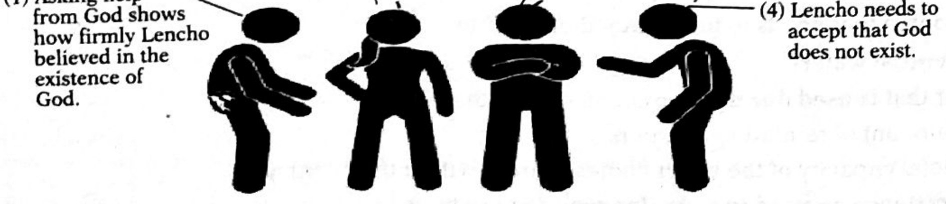
(ii) Choose the option that lists the set of statements that are NOT TRUE according to the given extract.
1. Lencho was poor but not uneducated.
2. Lencho was religious.
3. Lencho was a hardworking man.
4. Lencho's entire family relied on him.
5. Lencho went to people asking for help before relying on God.
6. Lencho needed money for his field.

(a) 1 and 4
(b) 2 and 5
(c) 3 and 6
(d) Only 5

(iii) How did Lencho work in the field?
(a) Like a farmer
(b) Like a businessman
(c) As hard as an animal
(d) As comfortably as the rich

(iv) Why Lencho was left with only one hope?
(a) Because his cornfields were destroyed.
(b) Because he had to pay his loan.
(c) Because his family will starve throughout the year.
(d) Both (a) and (c)

(v) Pick the option that correctly classifies Fact/s(F) and Opinion/s (O) of the students below.


(1) Asking help from God shows how firmly Lencho believed in the existence of God.
(2) Lencho's lack of proper education led him to such false beliefs.
(3) Lencho should have prepared some other source of income for such cases.
(4) Lencho needs to accept that God does not exist.

(a) F-1 and O-2,3,4
(b) F-2,3 and O-1,4
(c) F-3,4 and O-1,2
(d) F-3 and O-1,2,4

Or

Mme Forestier was touched and took both her hands as she replied, "Oh! My poor Matilda! Mine were false. They were not worth over five hundred francs."

(i) Why was Mme Forestier touched?
   (a) Upon looking Matilda's condition
   (b) By Matilda's plight
   (c) Upon meeting Matilda after so many years
   (d) Upon receiving Matilda's gift

(ii) 'Mine were false.' What does 'mine' refer to in these words?
   (a) Ring (b) Necklace (c) Earrings (d) Bracelet

(iii) How much Matilda paid for the thing that she borrowed from Mme Forestier?
   (a) 500 francs (b) 30,000 francs (c) 35,000 francs (d) 40,000 francs

(iv) What was the reason behind Matilda's plight?
   (a) Poverty (b) Unemployment of M Loisel
   (c) Mme Forestier's necklace (d) Dance ball

(v) When Mme Forestier 'Stopped short', it indicates her
   (a) care (b) surprise (c) regret (d) hate

4. *Read the extract given below and answer the following questions.* **(1 × 5 = 5)**

Not one is dissatisfied, not one is demented with
the mania of owning things,
Not one kneels to another, nor to his kind that
lived thousands of years ago,
Not one is respectable or unhappy over the whole earth.

(i) Who is the poet talking about in the given lines?
   (a) Animals (b) Children (c) All human species (d) All living beings

(ii) What qualities of the animals does the given lines highlight?
   (a) Contentment (b) Acceptance (c) Equality (d) All of these

(iii) The phrase 'mania of owning things' DOES NOT indicate
   (a) materialism (b) selfishness (c) dissatisfaction (d) money-mindedness

(iv) Through the given lines, the poet wants to
   (a) highlight the importance of virtues. (b) contrast humans with animals.
   (c) state the qualities of animals. (d) highlights his love for animals.

(v) Which poetic device has been used in the above lines?
   (a) Paradox (b) Irony (c) Alliteration (d) Anaphora

Or

But he's locked in a concrete cell,
His strength behind bars,
Stalking the length of his cage,
Ignoring visitors.

(i) The given lines have been taken from the poem
   (a) How to Tell Wild Animals (b) Animals
   (c) A Tiger in the Zoo (d) The Tale of Custard the Dragon

(ii) Why is he locked in the concrete cell?
   (a) For the safety of humans.
   (b) For the entertainment of humans.
   (c) For the safety of other animals.
   (d) All of the above

(iii) What do the given lines tell us about his mood?
(a) He is angry (b) He is hopeful (c) He is excited (d) He is worried

(iv) What does 'strength behind bars' signify?
(a) His lack of freedom (b) His domestic nature
(c) His useless ferociousness (d) Both (a) and (c)

(v) By 'ignoring visitors', what is the poet trying to say?
(a) Tiger knows that he is powerful.
(b) Tiger is not losing any hope.
(c) Tiger considers humans as devoid of all feelings.
(d) Tiger hates humankind.

GRAMMAR

(10 Marks

5. *Fill in the blanks given below with the help of options that follow.* (1 × 3 = 3

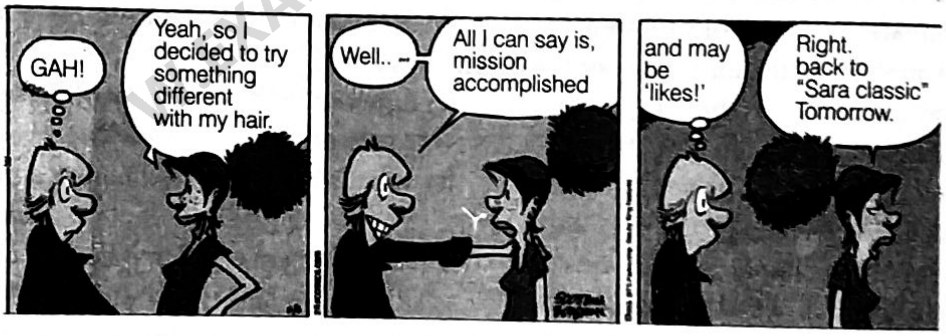
An elephant *(i)* .... other animals in intelligence. Whenever it is *(ii)* .... with any difficulty, it *(iii)* .... a way out, becoming one of the most difficult animals in the world to tame.

(i) (a) excel (b) excels
(c) excelled (d) had excelled

(ii) (a) faced (b) face
(c) faces (d) facing

(iii) (a) has found (b) finds
(c) will find (d) had found

6. *Choose the correct options to fill in the blanks to complete the narration.* (1 × 3 = 3


GAH!
Yeah, so I decided to try something different with my hair.
Well.. –
All I can say is, mission accomplished
and may be 'likes!'
Right. back to "Sara classic" Tomorrow.

When Sameera came back from the hair salon, her brother *(i)* .... for her. He was shocked to see his sister. She told him that she decided to try something new with her hair. He was speechless. He could only tell her that her mission was accomplished. And a second later he *(ii)* .... it was not good. Sameera turned and told him that she *(iii)* .... back to the salon tomorrow.

(i) (a) has been waiting (b) was waiting
(c) has waited (d) had waited

(ii) (a) exclaimed that (b) replied that
(c) told that (d) added that

(iii) (a) will go (b) can go
(c) shall go (d) would go

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7. *Fill in the blanks by choosing the correct option for any four of the six sentences given below.* **(1 × 4 = 4)**

(i) Apart from the radiator, the cylinder head is .... damaged, ... the garage will need our car for a week to repair it.
(a) also, so (b) so, as (c) both, though (d) such, as

(ii) A theory .... only when a hypothesis .... by consistent results from many observations or experiments.
(a) may have been developed, was being supported
(b) can be developed, has been supported
(c) will be developed, was supported
(d) has been developed, had been supported

(iii) I've seen .... of his work to know that he's ready for a promotion.
(a) both (b) a few (c) several (d) enough

(iv) When the river was flooded, the farmhouse was surrounded by water on ...... sides.
(a) every (b) either (c) all (d) each

(v) If transport costs .... into consideration at the outset, the plant .... far from its present site.
(a) were taken, had been built (b) have been taken, have been built
(c) were being taken, will be built (d) had been taken, would have been built

(vi) The summer will be over .... they open the swimming-pool.
(a) by the time (b) while (c) though (d) during

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PART – A (40 MARKS)

WRITING

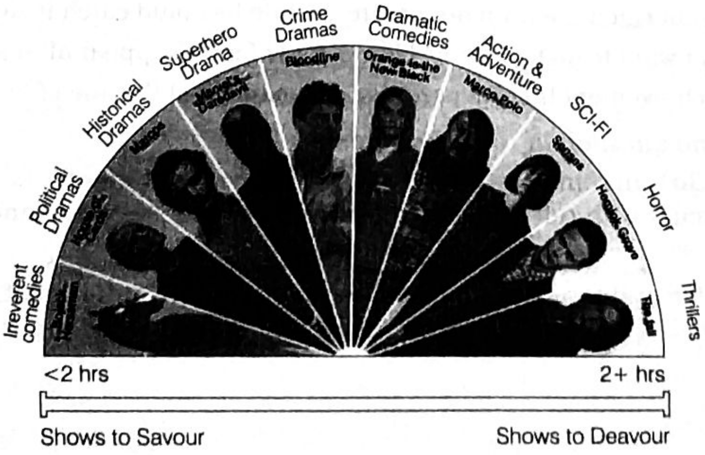
(10 Marks)

8. *You are studying for a qualification and you would like some time off from your work to complete it. Write a letter to your manager explaining your situation. You are Ambika. (100-120 words)* **(5)**

Or

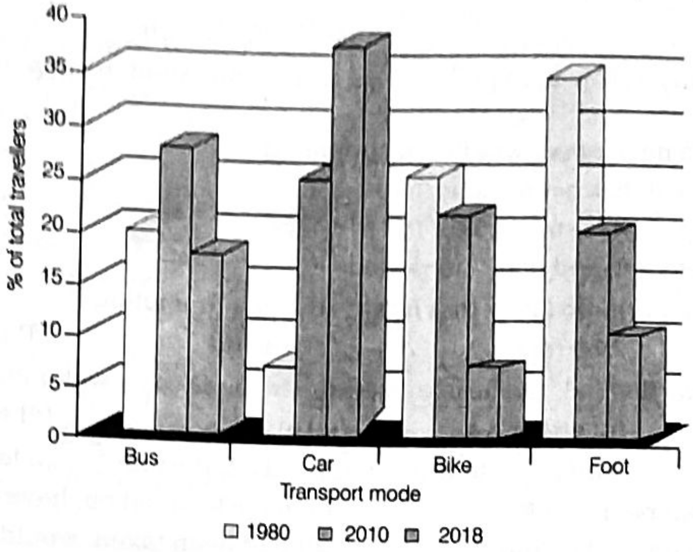
You recently went shopping at the local supermarket. When you got home and noticed your bill, you found that you had been charged for items you did not purchase. Write a letter to the supermarket manager explaining what has happened. Tell the manager how you feel about the error and what you would like him/her to do about it. (100-120 words)

9. *Given below is a graph illustrating behavior of people while streaming shows on various sites such as Netflix, Amazon Prime, etc. Write an analytical paragraph on the binging habits of people in about 100-120 words.* **(5)**



Or

The following bar chart shows the different modes of transport used to travel to and from work in one city in 1980, 2010 and 2018. Using the given data, write ananalytical paragraph in 100-120 words.



LITERATURE TEXTBOOKS

(30 Marks)

10. (a) *Answer any two of the following questions in 20-30 words each.* (2 × 2 = 4)

(i) What did the Buddha want Kisa Gotami to understand?

(ii) Why did Valli not get off from the bus when it was terminated at the bus stand?

(iii) Did Custard matches his physical appearance?

(b) *Answer any two of the following questions in 20-30 words each.* (2 × 2 = 4)

(i) Which project did Richard undertake in the eighth grade?

(ii) What impressed the narrator most about Bill? Mention any two things.

(iii) What suggestions were given by Dr Herriot to Mrs Pumphrey at the initial stage?

11. (a) *Answer any two of the following questions in 40-50 words each.* (3 × 2 = 6)

(i) Why was the writer happy when he decided to fly in the night? (The Black Aeroplane)

(ii) How did Peggy and Maddie try to amend for their behaviour towards Wanda?

(iii) What is the underlying message for us in our hectic life with reference to the poem, 'Dust of Snow'?

(b) *Answer any two of the following questions in 40-50 words each.* (3 × 2 = 6)

(i) Hari Singh did not catch the train deliberately while he could catch it easily. Why?

(ii) Why Bholi didn't want to go to school? How did her fear disappear after she had gone to school?

(iii) What was the achievement that Richard Ebright manage at the age of twenty two?

12. *Answer the following question in 100-120 words.* (5)

"Diary of A Young Girl" in some parts throws light on teacher-student relationship, class atmosphere and discipline. Discuss with reference to the story 'From the Dairy of Anne Frank'.

Or

The principle 'forgive and forget', helps a lot in maintaining cordial relations with our neighbours. Do you think Anton Chekov conveys this message in the play 'The Proposal'?

Answer the following question in 100-120 words. (5)

13. **Bholi's real name is Sulekha. We are told this right at the beginning. But only in the last one paragraph of the story Bholi is called Sulekha again. Why do you think she is called Sulekha at the last point in the story?**

Or **Curiosity and motivation are the basic foundation for becoming a successful scientist. In addition to it what are the other values required in becoming a successful scientist. What do you learn from the character of Richard? Elaborate with reference to the lesson 'The Making of Scientist'.**

Answers

1. (i) (b) absence of skills
(ii) (a) Basics of personal excellence
(iii) (c) 2,3,4 and 5
(iv) (a) management
(v) (a) Skills for Life
(vi) (b) Good personality traits
(vii) (d) Of the many objections posed against the play, the .... is that which condemns the Infanta.
(viii) (d) Both (a) and (b)
(ix) (b) decision making role
(x) (d) All of these
(xi) (c) The ability to learn those skills are more mature in children
(xii) (c) Only 3

2. (i) (d) Both (b) and (c)
(ii) (b) a point of entry
(iii) (b) Lack of water management system
(iv) (c) 1,3 and 5
(v) (d) All of the above
(vi) (c) A mission to build institutional capacity for the management and clean-up of the Ganga and investing to reduce pollution.
(vii) (a) By putting in place policies, regulations, institutions and incentives that promote more efficient use of water.
(viii) (b) an essential part of the country's ambitious growth targets.
(ix) (a) Water that is used during production of a product.
(x) (c) government
(xi) (b) Brazil
(xii) (b) Economy where water is a major component of production.

3. (i) (a) The help of God
(ii) (d) Only 5
(iii) (c) As hard as an animal
(iv) (d) Both (a) and (c)
(v) (a) F-1 and O-2,3,4

Or

(i) (b) By Matilda's plight
(ii) (b) Necklace
(iii) (c) 35,000 francs
(iv) (c) Mme Forestier's necklace
(v) (b) surprise

4. (i) (a) Animals
(ii) (d) All of these
(iii) (b) selfishness
(iv) (b) contrast humans with animals.
(v) (d) Anaphora

Or

(i) (c) A Tiger in the Zoo
(ii) (b) For the entertainment of humans
(iii) (a) He is angry
(iv) (d) Both (a) and (c)
(v) (c) Tiger considers humans as devoid of all feelings

5. (i) (b) excels
(ii) (a) faced
(iii) (c) will find

6. (i) (b) was waiting
(ii) (a) exclaimed that
(iii) (d) would go

7. (i) (a) also, so
(ii) b) can be developed, has been supported
(iii) (d) enough
(iv) (c) all
(v) (d) had been taken, would have been built
(vi) (a) by the time

Latest CBSE Sample Paper

Latest Sample Question Paper for Class X (Term I)
Issued by CBSE on 2 Sept 2021

English Language & Literature

General Instructions

1 The Question Paper contains three sections.

2 Section A READING has 18 questions. Attempt a total of 14 questions, as per specific instructions for each question.

3 Section B WRITING and GRAMMAR has 12 questions. Attempt a total of 10 questions, as per specific instructions for each question.

4 Section C LITERATURE has 30 questions. Attempt 26 questions, as per specific instructions for each question.

5 All questions carry equal marks (0.80 mark each).

6 There is no negative marking.

Time : 90 min **Max. Marks : 40**

SECTION A (READING)

I. Read the passage given below.

1. Nature is our mother, our first teacher. The greatest lesson that she teaches us is to maintain an equilibrium in life. We learn to maintain composure through our joys, sorrows and fears. In fact, there are a thousand lessons that nature can teach us, provided we look for them.
2. With time, a sapling grows into a full-grown tree; something so tiny and delicate develops into a strong tree capable of supporting others. No matter how tall it grows, how much it may flourish or how many animals and birds it may support, its roots are firmly buried from where it once rose. That's a lesson to keep ourselves grounded, respect and embrace our roots and give something back to those humble beginnings that nurtured us into who we are.
3. Then there is the message of peaceful coexistence. 'I am because we are.' Nature provides every creature a chance to exist. However, the existence of one creature or being depends on the existence of the other. The tiger eats the antelope; without the antelope, the tiger wouldn't survive. Likewise, without tigers, the over-abundance of antelopes would cause them to starve to death.
4. I wonder if you have noticed that when birds or squirrels see a predator, they give out an alarm call to their fellow creatures, of the lurking danger. They put themselves in danger to save the lives of others. Many animals, like the salmon, usually die after they spawn, but this doesn't stop them. One life extinguished for the betterment of others is a small price to pay.
5. The snow melts in the warmth of spring to give birth to fresh green leaves. In autumn these leaves age into shades of gold only to be buried in the cold grave of winter. Change is inevitable; the sooner we embrace this, the better it is for us. We must also understand that even in pain there is growth. If you cut a hole in the tree, it will grow around it. No matter what may come in its way, a river will continue to flow. Similarly, no matter what grief may break your heart, nature teaches us that life goes on.

6. Keep in mind life isn't about making lists and trying to be one step ahead of others. Life is to live. Take a break-stop being a workaholic and smell the roses, do whatever makes you feel happy and most of all spend some time with nature to pick up invaluable lessons.

Based on your understanding of the passage, answer **any eight** out of the ten questions by choosing the correct option.

1. According to the author, what, from the following, is the greatest lesson being taught by nature?

(a) Balance in our emotions.
(b) Partial to joys in life.
(c) Afraid of unhappiness.
(d) Indifferent to fears.

2. Select the option that suitably completes the dialogue with reference to paragraph II.

Jai : I've done well for myself in this school. I'm the best they have. I can get admission anywhere. This is my moment!

Sid : Congratulations! Just remember, we should ....

(a) become strong despite our weakness.
(b) be kind and supportive towards everyone.
(c) respect the origins from where we have grown.
(d) nurture ourselves well from the beginning.

3. Choose the option that best conveys the message in 'I am because we are.'

(a) Tigers are dependent on antelope.
(b) Antelope are dependent on tigers.
(c) Humans are dependent on animals.
(d) Everyone is dependent on each other.

4. What qualities do the birds and squirrels display when they warn others of possible danger? Choose one option from the following

(a) Observation skills and alertness.
(b) Tendency to get easily frightened.
(c) Selfless assistance to help others.
(d) Determination to protect themselves.

5. Select the option with the underlined words that can suitably replace lurking (paragraph 4).

(a) The policeman pulled up the person who was wandering aimlessly through the city.
(b) The thief knew that remaining hidden was the best strategy to avoid being caught.
(c) The policeman was caught on camera while pouncing with force, to grab the fleeing culprit.
(d) The thief was walking boldly into the house thinking it was devoid of residents.

6. A Portmanteau words like smog (smoke + fog), is a blend of words in which parts of multiple words are combined into a new word. From the options given below, select a Portman- teau word that appears in the para 6.

(a) Coexistence
(b) Workaholic
(c) Full-grown
(d) Flourish

7. Select the qualities from paragraph III, that the author wants us to imbibe.
Being

1. Acceptive
2. Passionate
3. Emotional
4. Resilient
5. Perceptive

(a) (2), (4) and (5)
(b) (1), (3) and (4)
(c) (1), (4) and (5)
(d) (3), (4) and (5)

8. Which of the following is shown by the changing of seasons?

(a) The beauty of nature.
(b) Nature's creativity.
(c) All seasons are equal.
(d) Nothing lasts forever.

9. What does the writer advise, in paragraph 6?

(a) Indulging in competition with others.
(b) Making priority lists.
(c) Taking life seriously.
(d) Having free time for ourselves.

10. Choose the option that lists the quote best expressing the central idea of the passage.

(a) **Nature** She pardons no mistakes. Her yea is yea and her nay, nay - Ralph Waldo Emerson
(b) Look deep into nature and then you will understand everything better.- A. Einstein
(c) Nature never deceives us; it is we who deceive ourselves. -Jean Jacques Rousseau
(d) All the ugliness of the world can best be forgotten in the beauty of nature! -Mehmet Murat

II. Read the passage given below.

1. Research from the Publishers Association has shown that films based on books take 44% more at the box office revenue in the UK and 53% more worldwide than original screenplays. The report explores what impact a book has when adapted for film and TV.
2. The report reads 'Published material is the basis of 52% of top UK films in the last 10 years, and accounts for an even higher share of revenue from these leading performers, at 61% of UK box office gross and 65% of worldwide gross.' The Hollywood adaptation of 'My Cousin Rachel" was shown to have a significant impact on the sales of the Daphne Du Maurier thriller. The sales of the book in 2017 alone accounted for 23% of all sales since 1992.
3. The research suggests that adapted films tend to perform better, because films can 'leverage the popularity' of well-known books through an existing audience. Films adapted from books also tend to have a richer, more fully-developed story to draw on. In terms of TV adaptation, it was revealed that a quarter of dramas were based on literary sources and attracted a 56% larger share of the audience than those based on original scripts. Fourteen of the 35 high end series produced in the UK in the period between January and September 2017 were based on books, compared to seven based on true stories or historical events and five based on pre-existing films or TV stories.
4. In the case of the 2016 BBC broadcast of 'The Night Manager', research revealed that while the novel was in circulation for over 25 years, 82% of the copies it sold were in 2016 and 2017. Sales of the paperback edition remained strong in 2017 even after the series went off the air.
5. In conclusion, the report states that 'there is a strong two-way relationship between publishing and the wider creative economy, wherein a successful adaptation often has spill-over effects and gives a substantial boost to the sales of the original book.'

Based on your understanding of the passage, answer **any six** out of the eight questions by choosing the correct option.

11. The purpose of the research by Publishers Association was to study the .... Choose the correct option.

(a) variety in films and TV shows.
(b) impact of films on books.
(c) choice of books for film-making.
(d) connection between books and films.

12. Select the option that is true for the two statements given below.
(i) The revenues generated at the box office have increased.
(ii) Majority of the top films in the UK are based on published material.

(a) (i) is the result of (ii)
(b) (1) is the reason for (ii)
(c) (i) is independent of (ii)
(d) (1) contradicts (ii)

13. Select the option that gives the correct meaning of the following statement.
The sales of the book in 2017 alone accounted for 23% of all sales since 1992.

(a) There were 23% higher sales in 2017 than previous years.
(b) A major chunk of sales happened in 2017.
(c) The sales were limited to 23% in 2017.
(d) There were very few books sold in the previous years.

14. According to the research, the films based on books have greater success because ....

(a) people like to see the characters from the books on screen.
(b) the films get the advantage of the fame of the books.
(c) it takes less effort for people to watch films than read books.
(d) the films get a ready-made script from the books.

15. Select the option listing what the given sentence refers to.
Films adapted from books also tend to have a richer, more fully-developed story to draw on.

(i) The plot and the storyline of such films are better.
(ii) The characters are likely to be more vivid.
(iii) The production of such films is meant for the rich and famous.
(iv) The settings and costumes are adapted from the book.
(v) The making of such films require the author to write a sequel.

(a) (i), (iii) and (iv)
(b) (ii), (iii) and (v)
(c) (i), (ii) and (v)
(d) (i), (ii) and (iv)

16. On what from the following were the maximum TV serials in UK in the year 2017 based?

(a) Books
(b) Historical stories
(c) Original true stories
(d) Previous films

17. This passage lists an example proving that TV dramas based on literary works have .... Select the correct option.

(a) increased the immediate sales of the book
(b) increased the sales of the book during the first screening
(c) had no immediate impact on the sales of the book
(d) had very little impact on the sales of the book

18. Choose the correct option to answer the following.
According to paragraph V, "there is a two-way relationship between books and the screen." This is so because both

(a) revolve around the same stories.
(b) cater to an audience with the same taste.
(c) gain from each other's popularity.
(d) belong to the creative field.

SECTION-B GRAMMAR AND WRITING

GRAMMAR

III. Answer **any five** out of the six questions by selecting the most appropriate option for each.

19. The hospital board clearly mentioned that you .... smoke in the hospital as it is a health hazard for all.

(a) cannot
(b) must not
(c) need not
(d) might not

20. There's never .... petrol left after Rahul uses the car.

(a) much
(b) little
(c) many
(d) a little

21. I am taking driving lessons now. Hopefully, I .... my driving test by November.

(a) will take
(b) would pass
(c) will have taken
(d) will be taking

22. Which option displays the correct change of the following to reported speech?
Sunitha asked Venkat, "How much is the rent for your flat?"

(a) Sunitha asked Venkat how much was his rent for flat.
(b) Sunitha asked Venkat how much the rent for his flat was.
(c) Sunita enquires from Venkat that how much rent he pays.
(d) Sunita told Venkat how much the rent for his flat was.

23. Which option displays the correct change of the following to reported speech?
She said, "I told Damanjit to send you an e-mail three days ago."

(a) She told that Damanjit had mailed you three days then.
(b) She informed me that Damanjit has mailed me three days before.
(c) She says that she has told Damanjit to send me an e-mail three days then.
(d) She said that she had told Damanjit to send an e-mail to me three days before.

24. The dog .... under the chair before the children arrived.

(a) has been hiding
(b) was hid
(c) have hid
(d) had hidden

WRITING

IV. Answer **any five** out of the six questions given, with reference to the context below.

You are Debashree, a resident of Siliguri, Assam. You have to write a letter to the editor of a national daily drawing attention towards the difficulty faced by differently-abled people at tourist places.

25. Select the option with relevant aspects that Debashree should select, for this letter.

(i) The newspaper's name
(ii) Attached proof of the newspaper subscription
(iii) Debashree's address
(iv) Formal tone
(v) Expected date of the letter's receipt

(a) (i) and (v)
(b) (ii), (iii) and (iv)
(c) (iii) and (v)
(d) (i), (iii) and (viv)

26. Select the appropriate subject for this letter.

(a) Drawing attention towards differently-abled people
(b) The Differently-abled: Neglected or Misunderstood?
(c) Tourist places are an inconvenience to differently-abled people
(d) Inconvenience faced by the Differently-abled at Tourist Spots

27. Which option should Debashree select, to elaborate on the difficulties faced by the differently-abled?

(a)
- Absence of ramps for wheelchairs
- Unclean toilets
- High ticket-prices

(b)
- Unsuitable visiting timings
- Tourist guides untrained in sign language
- Lack of braille-script tourist pamphlets

(c)
- Absence of ramps for wheelchairs
- Tourist guides untrained in sign language
- Lack of braille-script tourist pamphlets

(d)
- Unclean toilets
- High ticket-prices
- Unsuitable visiting timings

28. Debashree shares some suggestions in her letter, to address the issue.
Select the option that helps her complete these suggestions, appropriately.
In my opinion, the media can play a pivotal role in transforming people's (i)...... . Also, (ii) against negligence to the needs of the differently-abled, at the tourist spots, shall go a long way in bringing about a positive change.

(a) (i) beliefs and traditions (ii) composing songs
(b) (i) perceptions and attitudes (ii) cautioning the authorities
(c) (i) preferences (ii) protesting
(d) (i) interactions (ii) keeping minimum interference

29. Select the option that correctly justifies the choice of the concluding portion of this letter.

1. I expect the authorities to take actions on this issue my thoughts in your newspaper.
2. I hope my views get published in the columns of your newspaper so that this issue may garner more public support and awarness.

(a) Yes, to Option (1) because of the authoritative tone.
(b) No, to Option (1) because of the informal tone.
(c) Yes, to Option (2) because of the tone of polite expectation.
(d) No, to Option (2) because of the certainty in the tone.

30. Select the option that completes the concluding line appropriately.
I hope that my letter will ....

(a) help spread awareness about the issue.
(b) lead to action against all authorities responsible, at tourist spots.
(c) improve circulation of the national daily.
(d) result in positive reviews by the readers.

LITERATURE

This section has sub-sections V, VI, VII, VIII and IX. There are a total of 30 questions in this section. Attempt any **26** questions from the sub-sections V to IX.

V. Read the given extract to attempt the questions that follow.

But the decades of oppression and brutality had another unintended effect, and that was that it produced the Oliver Tambos, the Walter Sisulus, the Chief Luthulis, the Yusuf Dadoos, the Bram Fischers, the Robert Sobukwes of our times – men of such extraordinary courage, wisdom and generosity that their like may never be known again. Perhaps it requires such depths of oppression to create such heights of character. My country is rich in the minerals and gems that lie beneath its soil, but I have always known that its greatest wealth is its people, finer and truer than the purest diamonds. It is from these comrades in the struggle that I learned the meaning of courage. Time and again, I have seen men and women risk and give their lives for an idea.
(Nelson Mandela: Long Walk to Freedom)

31. What was the unintended effect of the long oppression? Choose the correct option.
(a) It made the people indifferent to injustice.
(b) It made the people reject oppression.
(c) It influenced a generation to fight against injustice.
(d) It made people accept their oppression.

32. Men of such extraordinary courage refers to the people who …………
(a) liberated and abolished the Apartheid system.
(b) used their resources to spread awareness.
(c) fought for their country's freedom.
(d) demonstrated utmost strength to oppose the system.

33. Nelson Mandela compares ……… to diamonds.
(a) his countrymen
(b) patriots
(c) wise men
(d) the oppressed

34. When Nelson Mandela says, "I have seen men and women risk and give their lives for an idea.", he means that they are …………
(a) stubborn
(b) committed
(c) intelligent
(d) proud

35. Select the suitable word from the extract to complete the following
depths: heights : : compassion :
(a) wisdom
(b) oppression
(c) struggle
(d) courage

VI. Read the given extract to attempt the questions that follow.

Let me put it more clearly, since no one will believe that a thirteen-year-old girl is completely alone in the world. And I'm not. I have loving parents and a sixteen-year-old sister, and there are about thirty people I can call friends. I have a family, loving aunts and a good home. No, on the surface I seem to have everything, except my one true friend. All I think about when I'm with friends is having a good time. I can't bring myself to talk about anything but ordinary everyday things.
(From the Diary of Anne Frank)

36. Why does Anne feel the following?
…… no one will believe that a thirteen-year-old girl is completely alone in the world.
(i) People knew she had a family.
(ii) People rejected the idea of loneliness.
(iii) She had several friends.
(iv) She had a cheerful personality.
(v) Her life was comfortable.

Choose the correct option from the following
(a) (i) and (v)
(b) (i), (iii) and (iv)
(c) (ii) and (iii)
(d) (ii), (iv) and (v)

37. Select the most appropriate option for (i) and (ii).

(i) …… on the surface I seem to have everything, except my one true friend.

(ii) Anne doesn't truly connect with anyone.

(a) (i) is true and (ii) is false.

(b) (ii) is the opposite of (i).

(c) (i) furthers the meaning of (ii).

(d) Both (i) and (ii) cannot be inferred from the extract.

38. From the options given below, identify Anne's tone in the extract.

(a) Restless
(b) Dissatisfied
(c) Scared
(d) Hurt

39. Select the option which displays an example of 'having a good time'.

(a) He is out for a picnic with his friends and they are laughing and singing together.

(b) He is studying hard for the periodic test the following day to improve his scores.

(c) He is trying to convince his father to purchase the latest video games for him.

(d) He just rescued an injured puppy and is tending to its wounds.

40. What do we get to know about Anne when she says the following?
I can't bring myself to talk about anything but ordinary everyday things
Choose one from the following to answer

(a) She is proud of her ways.

(b) She is struggling to strike conversations.

(c) She is unsure of her own thoughts.

(d) She is unable to have a satisfying conversation.

VII. Read the given extract to attempt the questions that follow.

Money is external.
He is learning, well behind his desperate eyes,
The epistemology of loss, how to stand up Knowing what every man must one day know
And most know many days, how to stand up *(The Ball Poem)*

41. The poet says money is external. What does it mean in this extract?

(a) Money helps us purchase materials that make life worth living.

(b) Money promotes materialism and hunger for power among youngsters.

(c) Money only impacts a person's external environment.

(d) Money buys materialistic things and can be earned again, when lost.

42. What does the boy learn by losing the ball, according to the extract?

(i) Loss is the unavoidable truth of life.

(ii) Material objects can be replaced.

(iii) Money buys happiness.

(iv) Losses in life can be prevented with care.

(v) Life continues despite losses.

(a) (i), (ii) and (v)
(b) (ii) and (iv)
(c) Only (i)
(d) (iii) and (v)

43. The boy is learning how to stand up …… . This means that he is learning to be ………… in the face of difficulties.

(a) patient
(b) resilient
(c) defensive
(d) judgemental

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44. Which option lists who is speaking these lines?

(a) An observer
(b) The boy's parent
(c) The ball salesman
(d) A friend

45. According to the poet, from whom do we mostly learn about loss?

(a) Elders
(b) Experiences
(c) Books
(d) Teachers

VIII. Read the given extract to attempt the questions that follow.

I followed casually.
"Hello again," he said.
I gave him my most appealing smile. "I want to work for you," I said.
"But I can't pay you."
I thought that over for a minute. Perhaps I had misjudged my man. I asked, "Can you feed me?"
"Can you cook?"
"I can cook," I lied again.
"If you can cook, then maybe I can feed you."
He took me to his room over the Jumna Sweet Shop and told me I could sleep on the balcony.
But the meal I cooked that night must have been terrible because Anil gave it to a stray dog and told me to be off. But I just hung around, smiling in my most appealing way, and he couldn't help laughing.
(The Thief's Story)

46. Even though Hari Singh followed Anil casually, it was a/an ....

(a) careless action
(b) staged move
(c) unusual decision
(d) bold step

47. From the following options, identify Hari Singh's intention behind the appealing smile.

(a) Deceit
(b) Harm
(c) Hatred
(d) Jealousy

48. Select the option listing Anil's charac- teristics, as revealed in the extract.

(i) Unassuming
(ii) Kind
(iii) Determined
(iv) Naive
(v) Humourous

(a) (ii) and (iii)
(b) Only (v)
(c) (i), (ii) and (iv)
(d) Only (ii)

49. Select the most appropriate option based on (1) and (2).

(i) Anil gave his meal to a stray dog.
(ii) Hari Singh did not know how to cook.

(a) (ii) is true and (i) is false.
(b) (ii) is the result for (i).
(c) (ii) is the cause for (i).
(d) (ii) is false and (i) is true.

50. The phrase hung around suggests that Hari Singh continued to ....

(a) smile
(b) cook
(c) appeal
(d) linger

IX. Attempt the following.

51. Lencho is .... when he says, "that's what they say: no one dies of hunger."

(a) doubtful
(b) stressed
(c) confused
(d) dismissive

52. Which option correctly replaces the underlined phrase in the give line from Fire and Ice?
I hold with those who favour fire.

(a) am as experienced as
(b) strongly disagree with
(c) have the same opinion as
(d) habitually avoid

53. The purpose of the treatment, given to the young seagull by his parents, was to ....
(a) teach him a lesson about the importance of food.
(b) inculcate obedience towards them.
(c) let him overcome his fear.
(d) improve his relationship with his siblings.

54. Peggy often gave a nudge to one of her friends when she spoke to Wanda in the school yard. This meant that she wanted her friend to ....
(a) stop talking to Wanda and move on
(b) observe and partake in the joke on Wanda
(c) ignore the complete situation with Wanda
(d) interrupt any reply that came from Wanda

55. In the poem Dust of Snow, which negative symbols have been used to create a positive effect?
(a) Hemlock tree; crow
(b) Crow; snow
(c) Snow; hemlock tree
(d) Crow; dust

56. Mandela refers to liberty as 'newborn' because it
(a) was dependent on others for growth and guidance.
(b) had recently been attained with lots of struggle.
(c) made people experience infant-like excitement.
(d) arrived unexpectedly for everyone.

57. In the poem 'A Tiger in the Zoo', what does the tiger's 'quiet rage', indicate?
It indicates that the tiger's anger is
(a) forgotten
(b) provoked
(c) suppressed
(d) opposed

58. Identify the option that aptly describes Griffin.
(a) Greedy, yet kind
(b) Proud and honourable
(c) Considerate and selfless
(d) Brilliant, but lawless

59. Anil's carelessness made stealing from him .... for Hari Singh.
(a) uninteresting
(b) difficult
(c) systematic
(d) predictable

60. What does the exclamation, "This is a triumph of surgery", by Mrs. Pumphrey, mean?
(a) The surgery was successful.
(b) The mistress could take back her pet.
(c) The doctor was a great veterinarian.
(d) The planned venture was fruitful.

ANSWERS

1. (a)	2. (c)	3. (d)	4. (c)	5. (b)	6. (b)	7. (c)	8. (d)	9. (d)	10. (b)
11. (d)	12. (a)	13. (b)	14. (b)	15. (d)	16. (a)	17. (a)	18. (c)	19. (b)	20. (a)
21. (c)	22. (b)	23. (d)	24. (d)	25. (d)	26. (d)	27. (c)	28. (b)	29. (c)	30. (a)
31. (c)	32. (d)	33. (a)	34. (b)	35. (b)	36. (b)	37. (c)	38. (b)	39. (a)	40. (d)
41. (d)	42. (a)	43. (b)	44. (a)	45. (b)	46. (b)	47. (a)	48. (c)	49. (c)	50. (d)
51. (d)	52. (c)	53. (c)	54. (b)	55. (a)	56. (b)	57. (c)	58. (d)	59. (a)	60. (d)

Answers

I. 1. (a) According to the author, a balance in our emotions, is the greatest lesson being taught by nature.

2. (c) Suitable answer for the given dialogue with reference to paragraph II is 'respect the origins from where we have grown.' This is because the given passage tells us that nature teaches to be remain grounded like the roots of the trees.

3. (d) The line 'Everyone is dependent on each other' best conveys the message - 'I am because we are.'

4. (c) The birds and squirrels display selfless assistance to help others when they warn others of possible danger. This shows that one life extinguished for the betterment of others is a small price to pay.

5. (b) 'The thief knew that remaining hidden was the best strategy to avoid being caught' is the option that can replace the word 'lurking' in the given passage.

6. (b) Workaholic is the correct answer. It is made up of two words; work + alcoholic.

7. (c) The author wants us to imbibe being acceptive, resilient and perceptive.

8. (d) The changing of seasons show that nothing lasts forever. The snow melts in the warmth of spring to give birth to fresh green leaves. In autumn these leaves age into shades of gold only to be buried in the cold grave of winter.

9. (d) In the sixth paragraph the writer advises us to have free time for ourselves, to do whatever makes us feel happy, and spend time with nature to learn the most valuable lessons of life.

10. (b) Albert Einstein quote "Look deep into nature, and then you will understand everything better" best expresses the central idea of the passage.

II. 11. (d) The purpose of the research by Publishers Association was to study the connection between books and films.

12. (a) (i) is the result of (ii). The revenues generated at the box office have increased because majority of the top films in the UK are based on published material.

13. (b) A major chunk of sales happened in 2017 is the correct meaning of the state- ment "The sales of the book in 2017 alone accounted for 23% of all sales since 1992."

14. (b) According to the research, the films based on books have greater success because the films get the advantage of the fame of the books.

15. (d) (i), (ii) and (iv) is the correct answer. The given sentence 'Films adapted from books also tend to have a richer, more fully-developed story to draw on' means that the plot and the storyline of such films are better. The characters are likely to be more vivid. The settings and costumes are adapted from the book.

16. (a) The maximum TV serials in UK in the year 2017 were based on books.

17. (a) This passage lists an example proving that TV dramas based on literary works have increased the immediate sales of the book.

18. (c) 'There is a two-way relationship between books and the screen'. This is so because both gain from each other's popularity.

III. 19. (b) The hospital board clearly mentioned that you must not smoke in the hospital as it is a health hazard for all. 'Must not' shows the obligation of not smoking.

20. (a) There's never much petrol left after Rahul uses the car. 'Much' is used with non-countable noun 'petrol'.

21. (c) I am taking driving lessons now. Hopefully, I will have taken my driving test by November. The event is fixed to happen by November, so 'will have taken' is the correct answer.

22. (b) The correct answer is 'Sunitha asked Venkat how much the rent for his flat was.'

23. (d) The correct answer is 'She said that she had told Damanjit to send an e-mail to me three days before.'

24. (d) The dog had hidden under the chair before the children arrived. The given sentence is in past tense, therefore, 'had hidden' is the correct answer.

IV. 25. (d) (i), (iii) and (iv) is the correct answer, i.e., The newspaper's name, Debashree's address and formal tone are required for the letter.

26. (d) The appropriate subject for this letter should be: Inconvenience Faced by the Differently-abled at Tourist Spots.

27. (c) Debashree should include the following points to elaborate the difficulties faced by the differently-abled tourists

- Absence of ramps for wheelchairs
- Tourist guides untrained in sign language
- Lack of braille-script tourist pamphlets

28. (b) '(i) perceptions and attitudes (ii) cautioning the authorities' is the correct answer.

29. (c) The correct concluding point is: I hope my views get published in the columns of your newspaper so that this issue may garner more public support and awareness.

Therefore, yes, to Option (ii) because of the tone of polite expectation.

30. (a) The concluding line should be 'I hope that my letter will help spread awareness about the issue'.

V. 31. (c) The unintended effect of the long oppression was that it influenced a generation to fight against injustice.

32. (d) Men of such extraordinary courage refers to the people who demonstrated utmost strength to oppose the system.

33. (a) Nelson Mandela compares his countrymen to diamonds.

34. (b) When Nelson Mandela says, "I have seen men and women risk and give their lives for an idea.", he means that they are committed.

35. (b) The antonym of depths is the heights, similarly the antonym of compassion is oppression.

VI. 36. (b) Anne felt that no one will believe that a thirteen-year-old girl is completely alone in the world because people knew she had a family. She had several friends. She had a cheerful personality. Thus, option (b), (i), (iii) and (iv) is the correct answer.

37. (c) (i) furthers the meaning of (ii), i.e., on the surface Anne seem to have everything, except her one true friend. This is because she didn't truly connect with anyone.

38. (b) Anne's tone in the extract is dissatisfied.

39. (a) 'He is out for a picnic with his friends and they are laughing and singing together.' is an example of 'having a good time'.

40. (d) When Anne says, "I can't bring myself to talk about anything but ordinary everyday things", it means she is unable to have a satisfying conversation.

VII. 41. (d) The poet says money is external. It means money buys only materialistic things and can be earned again, when lost.

42. (a) According to the extract, the boy learns the following by losing the ball

- Loss is the unavoidable truth of life.
- Material objects can be replaced.
- Life continues despite losses.

Thus, option (a), (i), (ii) and (v) is the correct answer.

43. (b) The boy is learning how to stand up… This means that he is learning to be resilient in the face of difficulties.

44. (a) An observer is speaking the above lines.

45. (b) According to the poet, we mostly learn from our own experiences about loss.

VIII. 46. (b) Even though Hari Singh followed Anil casually, it was a staged move because he wanted to rob Anil.

47. (a) Hari Singh's intention behind the appealing smile was deceit.

48. (c) Anil was unassuming, kind and naïve. Thus, option (c), (i), (ii) and (iv) is the correct answer.

49. (c) (ii) is the cause for (i), i.e., Anil gave his meal to a stray dog because Hari Singh did not know how to cook.

50. (d) The phrase hung around suggests that Hari Singh continued to linger.

IX. 51. (d) Lencho is dismissive when he says, "that's what they say: no one dies of hunger."

52. (c) 'have the same opinion as' can replace the underlined phrase in the given line from Fire and Ice, I hold with those who favour fire.

53. (c) The purpose of the treatment, given to the young seagull by his parents, was to let him overcome his fear. This was because the young seagull feared that his wings would not support him when he would fly.

54. (b) Peggy often gave a nudge to one of her friends when she spoke to Wanda in the school yard. This meant that she wanted her friend to observe and partake in the joke on Wanda.

55. (a) In the poem Dust of Snow, hemlock tree and crow are the negative symbols used to create a positive effect.

56. (b) Mandela refers to liberty as 'newborn' because it had recently been attained with lots of struggle.

57. (c) In the poem, A Tiger in the Zoo, the tiger's 'quiet rage', indicates that the tiger's anger is suppressed since he was locked in a small cage in a zoo.

58. (d) Griffin was a brilliant scientist, but lawless person. He used his invention of becoming invisible for doing lawless deeds.

59. (a) Anil's carelessness made stealing from him uninteresting for Hari Singh. This took all the fun out of theft.

60. (d) The exclamation, "This is a triumph of surgery", by Mrs. Pumphrey, means that the planned venture was fruitful.

Latest CBSE Sample Paper

Latest Sample Question Paper for Class X (Term II)
Issued by CBSE on 14 Jan 2022

English Language & Literature

General Instructions

1 The Question Paper contains Three sections-Reading, Writing and Grammar and Literature.

2 Attempt questions based on specific instructions for each part.

Max. Marks : 40

Time : 2 hours

SECTION A (READING)

1. Read the passage given below.

Technology is making advancements at a rapid rate but at the cost of a valued tradition—the crafts industry. The traditional crafts industry is losing a lot of its trained and skilled craftsmen. With that, the art of embellishing brass and copper utensils with fine engravings is also disappearing. The government has identified around 35 crafts as languishing craft.

The speciality of handcrafted items is its design, an association with long traditions belonging to a specific region. The word 'handcrafted' does not imply the involvement of dexterous human fingers or an agile mind with a moving spirit anymore. Lessening drudgery, increasing production and promoting efficiency have taken precedence. The labour-saving devices are taking the place of handcrafted tools and this has jeopardised the skills of these artisans.

Mechanisation has made its way into everything - cutting, polishing, edging, designing, etc. Ideally, the use of machinery should be negligible and the handicrafts should be made purely by hand with a distinguishable artistic appeal. However, with the exception of small-scale industries, the export units are mostly operated by machines. The heavily computerised designs contribute to a faster production at lower costs.

Although mechanisation of crafts poses a challenge to safeguarding traditional crafts, the artisans are lured with incentives in order to impart handicrafts training. Some makers do see machines as a time-saving blessing since they are now able to accomplish difficult and demanding tasks with relative ease. These machines might give a better finesse to these products but they don't stand out as handcrafted. Quantity has overtaken quality in this industry.

A need to highlight the importance of the handmade aspect is required by both the government and private sectors, in order to amplify awareness and also support the culture of making handicrafts. A few artisans are still trying their best to rejuvenate and revive their culture and heritage but it's an uphill task competing with the machine-made goods. A multitude of artisans have changed their professions and are encouraging their progeny to follow suit. There are others who have stayed their ground but are clearly inclined towards buying machines.

Nearly two decades ago, there were around 65 lakh artisans in the country. Three years ago, when the government started the process of granting a unique number to the artisans based on the Aadhaar card, 25 lakhs were identified. Loss of traditional crafts is clearly a worrying issue, but it stands to reason that forcing any artisan to follow old ways when concerns of livelihood overrule other considerations, is unfair.

Based on your understanding of the passage, answer **any five** questions from the **six** given below. **(1×5)**

(i) What does the writer mean by calling handicrafts a 'valued tradition'? **(1)**

(ii) Rewrite the following sentence by replacing the underlined phrase with a word that means the same from lines 5– 15. **(1)**

If it continues, the workcation (work + vacation) trend will be a powerful boost to domestic tourism operators failing to make progress in the economic slump caused due to the pandemic.

(iii) State any two reasons why artisans are choosing to work via machines rather than handcrafted tools. **(1)**

(iv) Why do the artisans need to be 'lured with incentives' to impart handicrafts training? **(1)**

(v) List one likely impact of the support of government and private sectors towards the culture of making handicrafts. **(1)**

(vi) How does the writer justify an artist's act of abandoning her/his traditional craft for a more lucrative option? **(1)**

2. Read the following excerpt from a case study titled Impacts of Festivities on Ecology.

Festivals are synonymous with celebration, ceremony and joy. However, festivals bring to fore the flip side of celebrations – pollution – air, water, soil and noise. This led to the need of assessing the awareness level among people about ecological pollution during festivals. So, a study was conducted by scholars of an esteemed university in India. This study was titled Awareness Towards Impact of Festivals on Ecology.

There were two main objectives of the study. The first one was to assess the awareness level among people about ecological protection during festivities. Exploring solutions to bring awareness about celebrating festivals without harming ecology was the second objective. The method used to collect data was a simple questionnaire containing 6 questions, shared with 50 respondents across four selected districts of a state in the Southern region of India.

The research began by understanding the socio-economic conditions of the respondents before sharing the questionnaire. Once the responses were received, the data collected was tabulated (Table 1), for analysis.

Table-1: **Awareness level among respondents**

QUESTIONS	YES %	NO %	CAN"T SAY%
1. Do you feel that bursting crackers is a must during festivities?	46	54	0
2. Do you think most people abuse environmental resources during celebration of festivals?	72	28	0
3. Do you think that celebrations and festivities result in uniting people?	64	32	4
4. Do you enjoy bursting crackers for amusement?	68	32	0
5. Do you feel pressured to burst crackers during festivals as an expectation of your social status?	82	12	6
6. Are you aware of waste segregation and disposal guidelines for better ecology?	56	40	4

The study recommended the imposition of strict rules and regulations as opposed to a total ban on all festive activities which have a drastic impact on our environment. The researchers believed that such measures would help in harnessing some ill-effects that add to the growing pollution and suggested further studies be taken up across the country to assess awareness about ecological degradation.

The observations made in the study pointed to the environmental groups and eco-clubs fighting a losing battle due to city traffic issues, disposal of plastics, garbage dumping and all sorts of ecological degradation. The researchers stressed that the need of the hour is increasing awareness among people to reduce ecological pollution which can be facilitated by celebrating all festivals in an eco-friendly manner.

On the basis of your understanding of the passage, answer any five questions from the six given below. (1×5)

(i) **Why do the researchers call pollution the 'flip side' of festivals?** (1)

(ii) **Comment on the significance of the second objective of the study with reference to lines 7-12.** (1)

(iii) **Justify the researchers' recommendation for limiting the drastic impact of festival pollution on the environment with reference to lines 16-21.** (1)

(iv) **Why do the researchers feel that environmental groups and eco-clubs are fighting a losing battle in the given scenario?** (1)

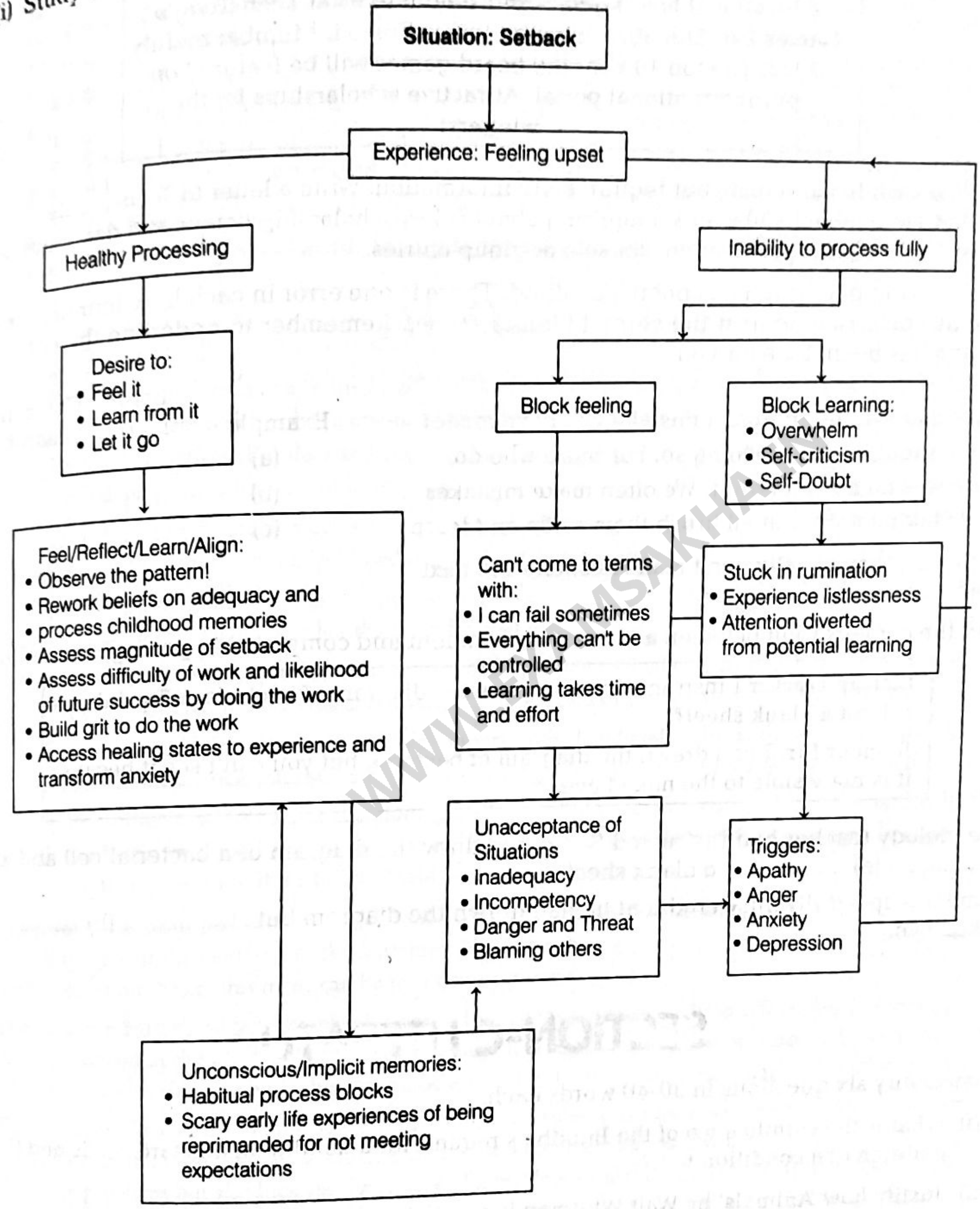
(v) **Even though a larger number of people say 'no' to bursting crackers than those who say 'yes', festival pollution persists. How does evidence from table 1 support this statement?** (1)

(vi) **What purpose does the 'Can't Say' column serve in the questionnaire (table 1)?** (1)

WRITING AND GRAMMAR

3. Attempt any one from (i) and (ii).

(i) Study the concept chart from the self-help magazine section of a monthly publication. **(5)**


Situation: Setback
Experience: Feeling upset
Healthy Processing
Inability to process fully
Desire to:
• Feel it
• Learn from it
• Let it go
Block feeling
Block Learning:
• Overwhelm
• Self-criticism
• Self-Doubt
Feel/Reflect/Learn/Align:
• Observe the pattern!
• Rework beliefs on adequacy and process childhood memories
• Assess magnitude of setback
• Assess difficulty of work and likelihood of future success by doing the work
• Build grit to do the work
• Access healing states to experience and transform anxiety
Can't come to terms with:
• I can fail sometimes
• Everything can't be controlled
• Learning takes time and effort
Stuck in rumination
• Experience listlessness
• Attention diverted from potential learning
Unacceptance of Situations
• Inadequacy
• Incompetency
• Danger and Threat
• Blaming others
Triggers:
• Apathy
• Anger
• Anxiety
• Depression
Unconscious/Implicit memories:
• Habitual process blocks
• Scary early life experiences of being reprimanded for not meeting expectations

WWW.NEWSAMSAKHA

Write a paragraph in not more than 120 words, analysing the listed responses to the situation when one faces setbacks.

(ii) You are Samina Zaveri, Class X, Vadodara, Gujarat. You come across the following information on a local library's notice board. (5)

Create Your Own Board Game Competition!

Create Your Own Board Game Competition! Create an educational board game, and send it to us at Teen-Toggle Games Pvt. Ltd, 307, Satija building, Colaba, Mumbai by July 2022. The top 10 winning board games will be featured on our international portal. Attractive scholarships for the winners!

You wish to participate but require more information. Write a letter to Teen-Toggle Games Pvt.Ltd in about 120 words, enquiring about rules, scholarship details and deadlines. Also enquire about specifications for solo or group entries.

4. The following paragraph has not been edited. There is one error in each line. Identify the error and write its correction against the correct blank number. Remember to underline the correction. The first one has been done for you. (1×3)

		Error	Correction	
Have you ever learn from a mistake you have made?	Example	learn	learnt	
Many shouldn't admit doing so. For those who do,	(a)	......	......	(1)
there was no need for guilt. We often make mistakes	(b)	......	......	(1)
while taking risks, but all brush them aside and learn.	(c)	......	......	(1)
With that, they usually don't make mistakes the next time.				

5. Read the conversation between a teacher and student and complete the passage that follows. (1×2)

Biology Teacher I instructed you to draw the diagram of bacteria. Why did you submit a blank sheet?

Sameer Sir, I had drawn the diagram of bacteria, but you can't see it because it is not visible to the naked eye.

The biology teacher had instructed Sameer to draw the diagram of a bacterial cell and asked him .... (a) .... a blank sheet. (1)

Sameer respectfully answered that he had drawn the diagram but .... (b) .... to the naked eye. (1)

SECTION-C LITERATURE

6. Answer **any six** questions in 30-40 words each. (2×6)

(i) What is the significance of the Buddha's request for a handful of mustard seeds and the addition of a condition to it? (2)

(ii) Justify how 'Animals' by Walt Whitman is a criticism of mankind and its ways. (2)

(iii) Comment on the tone of the speaker when they say 'Will you please look at me when I'm speaking to you, Amanda!'. (2)

(iv) A ballad includes the telling of a tale as weel as a surprise ending. Using evidence from the poem, explain how these features are included in 'The Tale of Custard the Dragon'. (2)

(v) Which two issues about himself convinced Lomov of his decision to get married? (2)

(vi) Briefly state how Matilda invited 'a dreadful life of necessity' into her family. (2)

(vii) The hack driver successfully trapped the narrator in his web of words. Comment. (2)

7. Answer **any two** of the following in about 120 words each. **(4×2)**

(i) Parents play a crucial role in the upbringing of their children. Critically examine the parents of Bholi and Ebright, highlighting their impact on their children's lives. **(4)**

(ii) Pranjol and Rajvir discuss their next vacation destination. They shortlist Coorg and Goa. Rajvir is keen on Coorg and tries to convince Pranjol. Develop a conversation between the two, based on your understanding of Glimpses of India. **(4)**

You may begin like this:

Rajvir Hey Pranjol! I think we should be visiting Coorg. It is a beautiful place with coffee plantations. I can smell the aroma already!

Pranjol I gave you the opportunity to explore a tea plantation last year, in Assam; I want to...

(iii) Farce is a kind of comedy which includes situations and dialogues that are ridiculous, exaggerated and even absurd. Evaluate the play, The Proposal, as a farce. **(4)**

Answers

1. (i) The reference to handicrafts as a 'valued tradition' has been made to highlight its importance in Indian culture and history. Its uniqueness is that it has a one-of-a-kind design and belongs from a particular region, the culture of which is accurately reflected in the handicrafts. Additionally, handicrafts also showcase the talents and skills of the artisans and depict their lifestyle and history.

(ii) If it continues, the workcation (work + vacation) trend will be a powerful boost to domestic tourism operators languishing in the economic slump caused due to the pandemic.

(iii) Increasing the production of things and the use of labour-saving devices are two of the reasons why artisans are choosing to work via machines rather than handcrafted tools.

(iv) If they give training to mass producers, they may end up being robbed of their livelihood. Hence, they are careful in not doing so, and require benefits and incentives to be lured into imparting their training.

(v) If the government and private sectors provide support to the handicraft culture, the artisans would be more motivated to continue their tradition and wouldn't change their profession for a better livelihood.

(vi) The writer justifies an artist's act of abandoning his/her traditional craft for a more lucrative option by mentioning that, since a better livelihood is the first point to be taken under consideration, artisans can't be expected to continue in their profession if it's not profitable.

2. (i) The passage mentions pollution as the 'flip side' of festivals because, when immersed in the celebration, people often forget about the ill-effects of the festivities. No matter how joyous a person feels during the celebration, its consequences on the environment can be seen almost instantly.

(ii) The passage mentions exploration of solutions to bring about awareness about celebrating festivals without harming the environment as the second objective of the study. It is significant because we need to know what steps can be taken to deal with the issue and what should be avoided to fix the problem of increase in pollution during festivals.

(iii) The researchers' recommendation suggests bringing strict rules to ensure a decrease in pollution during festivals. It is much better than the alternative which is to impose a complete ban as it will not only make the people aware about the problems but also increase the chance of a revolt against the ban. Hence, strict rules along with some freedom are a better option.

(iv) The researchers feel that the environmental groups are fighting a losing battle because the pollution is still increasing due to several reasons including festivals, traffic issues, plastic disposal and garbage dumping. A need for awareness among people is paramount.

(v) The table states that a large percentage of people abuse environmental resources to celebrate festivals and thus, fail to see its effect on the environment.

(vi) The purpose of the 'can't say' column is to allow the respondents the freedom to not answer. The reasons for this may include lack of clarity of unwillingness.

3. (i) The concept chart suggests the possibilities of facing a setback in life. It suggests that a person deals with a setback in either of the following two ways

(a) Keeps a healthy stance towards the setback and processes it in a healthy manner

(b) Fails to process the experience

If a person processes this setback in a healthy manner, they reflect upon it and try to learn from it. They do so by observing the pattern and assessing the situation, and by learning the magnitude of the problem. They also transform any kind of anxiety they might have into productivity.

The process might have certain issues too including remembering implicit memories, their growth being blocked due to habitual process, etc.

Another way to deal with a setback is not dealing with it. This leads to a blocking of feelings and learning process, which leads self-doubt and self-criticism, eventually triggering a sense of failure and several mental issues including apathy, anger, anxiety and depression. Additionally, it may cause people to despair and become un-accepting of the situation, and ending up blaming others.

Hence, an individual can face a tough situation in either of the given ways. However, only the first way is more preductive and beneficial for an individual.

(ii)

H- 124, Skyhigh Apartments,
Sayaji Path, Vadodara,
Gujarat – 390020

12th January, 2022

Teen-Toggle Games Pvt. Ltd.
307, Satija building
Colaba, Mumbai

Subject Enquiry regarding the Board Games Competition

Sir/Ma'am,

I am a student of Class X in St. Kabir School, Vadodara. I saw a poster from your company on Shiksha Library's notice board today. It was regarding creation of an education board game. Board games have piqued my interest ever since I was very young and thus, I wish to participate in the competition that your company is organising.

I had a few queries regarding the same like the rules, the deadline for the competition and if it is a strictly solo or group competition. The information contained in the poster was slightly vague. Hence, I would like to request you to explain the process of the competition. Also, please update me with details regarding the scholarship.

I request a swift and detailed response. Thank you for your time.

Yours sincerely
Samina Zaveri

4. Error Correction

(a)	shouldn't	won't/don't
(b)	was	is
(c)	all	some/many

5. (a) why he had submitted

(b) he/the teacher couldn't see it because it is not visible

6. (i) The Buddha's request that seems extremely simple at first – of a handful of mustard seeds, makes Kisa realise the universal nature and the inevitability of death. Hence, his request is very significant. The Buddha asked her to procure the seeds from a house where no one had lost a family member or a friend and at the end of her search, Kisa is left empty handed.

This entire process ends her agony as she is finally able to deal with the loss of her son and understand that loss and death have not only affected her but also many other people.

(ii) In the poem 'Animals', the poet seems to have found unity with the animal world. His description of the world is a clear criticism of the world of humans, as he constantly mentions how the animal world lacks the human nagging, rules and regret. The hierarchy and dissatisfaction in the human world is absent in the animal world and the poet praises that fact.

Additionally, the poet mentions how the humans have shed their virtues and are overtaken by ego, hypocrisy, materialism and the need for showing-off.

(iii) The speaker is one of Amanda's parents, who is instructing and reprimanding their daughter for not behaving in a proper manner. In the given line, their tone is that of irritation and annoyance as they are telling their daughter to listen to what they are saying. This is happening as their daughter's mind seems distracted and irritated by the constant nagging.

(iv) 'The Tale of Custard the Dragon' tells the story of Custard, who was once considered to be a coward. The dragon is described as very timid by the poet. But on one occasion when a pirate enters Belinda's house, while everyone else is frightened, Custard tackles him and eats him up. Everyone is saved by him and eventually everyone recognises his bravery.These instances prove that the poem is a ballad.

(v) Two issues about himself that convinced Lomov of his decision are

(a) Lomov is thirty-five years old and quite unhealthy. He often gets upset about little things and also suffers from palpitations.

(b) Lomov wants to live a regular and settled life, quietly with a partner as he is expected by people to marry.

(vi) Matilda's hatred for her poverty tortured her. She could not be content with what she had and always yearned for more lavish things like riches and expensive jewellery, like the ones her friend had. She borrows an expensive necklace from her friend, which she loses. What follows is a series of unfortunate happenings including living a life of deprivation, in order to pay for the necklace. In time, she becomes unrecognisable and finally learns what unnecessary greed may result in.

(vii) The hack driver befriends the trusting narrator and talks to him friendly and cheerfully. All the while, he befools the narrator while taking him places, asking him to stay behind and making enquires on his behalf. He even offers the narrator home-made lunch and thus, traps the narrator in the web of his words.

7. (i) Parents play a crucial role in the upbringing of children. Whether it is fundamental habits like waking up early in the morning, treating everyone with respect and being honest in life or being prepared for big life decisions and tackling any problems they may face in life, children always look to their parents for proper guidance. They are not just life-givers but also first teachers, role models, guides and the dearest of companions. Thus, if a parent is negligent or irresponsible, it can leave a drastic impact on the child. While Richard H. Ebright's mother is shown as a caring, loving and understanding parent, Bholi's parents are portrayed as uncaring, biased and indifferent to her plight.

Ebright's mother not only performs all the responsibility of a mother to the best but also fills in the absence of his father, and helps him reach his success by investing time and energy in his upbringing. She supports and guides him in difficult situations and always remains by his side.

Bholi's parents, on the contrary, are indifferent to her needs, have a patriarchal outlook towards life and don't believe in education for girls. They don't even provide her with everyday grooming and only sent her to school to save their face in society. Their worst decision was to have her marry Bishamber, who is quite elderly and who humiliates her by saying that he won't marry her if he doesn't get proper dowry.

Bholi's parents' cruelty is completely opposite to Ebright's mother's love and care for him. Hence, it can be concluded that a parent's behaviour towards their child not only confirms their support but also shapes the children and their future. Due to her parents behaviour, Bholi grows up to be a quiet and shy girl. It is only with her teacher's support that she stands up for herself at the end of the story and denies marrying Bishamber. A parent's companionship and support, thus, becomes integral to a child's growth as it is this support that strengthens Ebright and helps him achieve success in life.

(ii) **Rajvir** Hey Pranjol, let's visit Coorg for our next vacation. It is a beautiful place between Mysore and Mangalore. It is home to evergreen rainforests and coffee plantations. You know how much I love coffee.

Pranjol I have already fulfilled one such wish when we visited the tea plantations in Assam last year. I don't want to visit forests this time; rather I am more interested in a beach. I know, let's go to Goa.

Rajvir Okay, but there is lot more to Coorg than just coffee. Due to the rainforests there, there is a substantial number of animal species that can be found there. The place also provides opportunity for various adventure sports like river rafting, canoeing, rock climbing, etc. Not just this, the place has a very rich history as it is believed that the people there are of Greek or Arabic descent, and are extremely polite and hospitable. Even the river Kaveri has its roots there, with a wide variety of aquatic life.

Pranjol That sounds interesting, but I want to get away from the crowd and the hustle, and relax in some serene moments. And a few beaches in Goa would give me just that. Also, nothing provides calm like the ocean.

Rajvir Well, if you're looking for some calm then look no further than the Brahmagiri hills. We can climb it and at the end of that journey lies a beautiful landscape of Coorg. I read that the place even has the largest Tibetan settlement, near Bylakuppe. I am sure there will be much calm and spirituality in that place.

Pranjol I must say that you've done a great research about the place. Okay, you've convinced me. Let's leave on this Friday.

(iii) Farce can be defined as a comedy that contains highly exaggerated and improbable elements. In a farce, laughter, which is integral to all comedies, arises from the absurdity of the situation. A farce requires the use of witty and comical language. It is also characterised by stylish and lavish clothes and physical appearance of extravagance.

The play 'The Proposal' presents the story of Lomov who proposes Natalya for marriage. His dress and his behaviour are both comic as they represent his wealth and desperation.

His proposal leads to an argument that just keeps happening. At first, Natalya insults him and her father drives him out of the house, followed by a keenness in her to marry Lomov. However, when he agrees, it is again followed by an argument over the superiority of their hunting dogs. This shows the characters as quarrel loving. Even Natalya's father joins in their argument and sides with his daughter.

The constant arguing causes Lomov to faint from exhaustion, causing Natalya and her father to fear that he is dead. They began behaving hysterically when minutes later he gains consciousness. What follows is a forceful consent to marry each other and immediately after, they began quarrelling again.

The play is a situational humour through which the playwright is exposing the fakeness of the world. The entire action of the play is comically exaggerated, which concurs with the features of a farce. From Lomov's formal evening dress to his physical illness and the couple's fight on minor issues, everything is exaggerated to produce laughter.

CBSE Examination Paper 2021-22 (Term I)

English Language & Literature

General Instructions

1 This question paper contains 60 questions out of which 50 questions are to be attempted.
2 This question paper consists of three Sections – Section A, B and C.
3 Section-A –Reading–contains 18 questions. Attempt any 14 questions from Q. No. 1 to 18.
4 Section-B–Writing and Grammar–contains 12 questions. Attempt any 10 questions from Q. No. 19 to 30.
5 Section–C–Literature–contains 30 questions. Attempt any 26 question from Q. No. 31 to 60.
6 First 14 questions in Section A, 10 questions in Section B and 26 questions in Section C will be evaluated.
7 All questions carry equal marks.
8 There is no negative marking.

Time : 90 min **Max. Marks : 40**

SECTION A (READING)

I. Read the passage given below and answer the questions/complete the statements that follow by choosing the most appropriate options from the given ones (any **eight**)

In most societies that have any glimmering of civilisation, a person accused of wrong doing is given at least a normal chance of proving his innocence. The Romans had a highly sophisticated/comprehensive system of courts and the members of their legal profession were well educated but the Saxons who followed them to rule Britain used rougher methods.

From about the sixth century A.D. to the eleventh the majority of the trials were in the form of cruel physical torture (carrying a piece of red hot iron, stepping barefoot and blindfold across a floor covered with red hot coals or sometimes by a gentler method of oath—swearing.

The accused was ordered to bring to the Saxon authorities, a police officer or a priest could be persuaded to swear on oath or still a number of persons who would say that the accused was of good character and thus innocent. The number of persons who swore depended on the crime. A noble/a landlord or a priest counted for up to half a dozen, ordinary peasants. As almost everyone lived in small villages, where almost everyone knew everyone else, and very few would risk telling a lie on oath (the people were mostly religious), the truth was generally told. If the accused could not produce enough oath helpers, he was found guilty and punished.

In the eleventh century the Normans introduced trial by battle in certain cases. The accused and the accuser fought with special weapons until one was dead or surrendered. It was believed that God would know the guilty and give the innocent the power to win. The whole idea became ridiculous when both the parties were allowed to hire champions who would fight on their behalf. It seemed likely whoever could pay the more for a stronger professional fighter stood a good chance of winning and judged innocent. This may sound unfair to us but there is a parallel with a wealthy person today who can hire a costly and brilliant barrister to defend him.

In the early middle ages when England was a land of small villages remote from each other, crime tended to the basic and direct: beating up, theft, sex and murder being the main offences. But as towns and manufacturing and commerce grew, the possibilities for cheating and fraud soared. The whole organisation of society become more complex and opened the door to a world of more sophisticated wickedness. With no regular police force, spies and informers were offered rewards when they brought in criminals.

1. England (or Britain) turn by turn came under the rule of
   - (a) Saxons; Romans; Normans
   - (b) Normans; Saxons; Romans
   - (c) Romans; Saxons; Normans
   - (d) Normans; Romans; Saxons
2. The article describes
   - (a) The development of the system of justice in England
   - (b) Civilised societies and justice
   - (c) Justice v/s Civilisation
   - (d) Rule of Justice in England
3. Study the following statements
   - (A) Romans were proud of their judicial system.
   - (B) There is not much difference between the Norman and modern system of justice.
   - (a) (A) is right and (B) is wrong
   - (b) (B) is right and (A) is wrong
   - (c) Both (A) and (B) are right
   - (d) Both (A) and (B) are wrong
4. Match the following

A.	Romans	1.	A priest to swear for the accused
B.	Saxons	2.	Highly paid lawyers can win a case
C.	Modern	3.	Educated judges and lawyers
D.	Normans	4.	The winner in a battle declared innocent

Codes

	A	B	C	D
(a)	4	2	1	3
(b)	3	1	2	4
(c)	1	3	4	2
(d)	2	1	3	4

5. Study the following statements
   - (A) In a trial by battle, money played a main role.
   - (B) God helped the innocent win the battle.
   - (a) (A) is right and (B) is wrong
   - (b) (B) is right and (A) is wrong
   - (c) Both (A) and (B) are right and (A) was the conclusion
   - (d) Both (A) and (B) are right and (A) was not the conclusion
6. Study the following statements:
   - (A) Saxon system of trial was nobler than that of the Romans.
   - (B) Saxon system had two aspects—rough and noble.
   - (C) The rich Saxons could hire champions to argue their case.
   - (D) Even an innocent person would be held guilty if enough people did not swear for him.

   The following are correct
   - (a) (A) and (B)
   - (b) (B) and (C)
   - (c) (C) and (A)
   - (d) (B) and (D)

7. Study the following statements
(A) Earlier England comprised small villages each with a small population.
(B) Crimes like cheating and fraud were rare.
(a) (A) is an assertion and (B) is the response
(b) (B) is an assertion and (A) is the response
(c) Both (A) and (B) are unrelated assertions
(d) Both (A) and (B) are responses to some other assertions

8. Which of the following statements are true?
The rich have always enjoyed an advantage in the judicial system because
(A) they were physically strong, so would win the trial by fighting.
(B) they could hire the strongest champion.
(C) they can hire the best lawyers.
(D) they could persuade the priest to swear on their behalf.
(a) (A) and (B)
(b) (B) and (C)
(c) (C) and (D)
(d) (A) and (D)

9. Which of the following statements are not true?
(A) In the quest for justice the guilty often went unpunished.
(B) For seven hundred years from the sixth century trial was mostly rough.
(C) Swearing value of a priest was equal to a dozen ordinary peasants.
(D) Use of champions in a trial by battle finds an equivalent in the modern times.
(a) (A) and (C)
(b) (B) and (C)
(c) (C) and (D)
(d) (A) and (B)

10. 'any glimmering of civilisation'
'Glimmering' in the above expression has been used as a metaphore. Glimmering stands for
(a) a slight suggestion
(b) a great hope
(c) some fear
(d) a little confidence

II. Read the passage given below and answer the questions/complete the statements that follow by choosing the most appropriate options out of the given ones (Any **six**)

Around 194 millions birds and 29 million mammals are thought to be killed each year on European roads, according to a new study that has ranked the most vulnerable species. The research has found that the species killed most often were not necessarily the endangered species. This means action to preserve wildlife when new roads are built risks being targeted at the wrong species based on current methods. Road densities in Europe are among the world's highest, with 50% of the continent within 1.5 km of a paved road or railway. Roads are therefore a significant threat to wildlife, and evidence shows deaths on them could even cause some species to disappear completely.

Despite this, the long-term protection of species is not currently considered when assessing the impact of new roads on wildlife, meaning we risk giving support to only the endangered species, doing nothing to help those most at risk. A better understanding of which species are most vulnerable to roads is therefore important if we are to take a more effective action of protection.

A research team based in Lisbon calculated road-kill rates for 423 bird species and 212 mammal species. They found that small animals with high population densities and which mature at an early age were most likely to be killed on roads. Nocturnal mammals and birds with a diet of plants and seeds were also shown to have higher death rates.

The study also used the road-kill surveys to rank the bird and mammal species whose long-term survival was most threatened by road-kill. The hazel grouse and ground squirrel were found to be the most at risk of local extinction. Both are common in Europe but are classified as species of Least Concern Red list of Threatened Species.

The most vulnerable animals classified as threatened by IUCN were the red-knobbed coot, Balcan mole and Podolian mole. The study revealed that road-kill hotspots were not the areas with the highest population of endangered species. For example, house sparrows had a high road-kill rate (2.7 per km/year) but were ranked 420th of 423 bird species for vulnerability. Conversely, the hazel grouse had a low predicted road kill-rate (0.2 per km/year) but was most vulnerable of all birds studied.

11. Study the following statements
(A) Roads are killers for animals.
(B) Both birds and mammals are killed on roads.
(C) Species most killed are necessarily the endangered ones.
(a) (A) is correct and (B) is false
(b) (A) is correct and (C) is false
(c) (A) and (B) both are correct
(d) (C) is correct and (A) is false

12. Study the following statements
(A) Roads have covered 50% of land in Europe.
(B) Road traffic causes a great risk to wild life.
(C) Some species can survive all kinds of traffic on roads.
(a) (A) is correct and (B) is false
(b) (B) is correct and (C) is false
(c) (C) is correct and (A) is false
(d) (A) and (B) both are false

13. (a) While planning roads we should see which species to protect.
(b) We are doing a lot to protect those most at risk.
(c) 50% of Europe is covered only with roads.
(d) Small animals even with low population density are most at risk.

14. (a) More mammals than birds are killed on the roads.
(b) Small animals generally keep away form roads.
(c) Number of road-kills depends upon the population density of small animals.
(d) Animals that come out only at night are saved.

15. (A) The surveys ranked the road-kill rate of birds and mammals.
(B) The finding puts grouse and squirrel at great risk.
(a) (A) is an assertion and (B) is the response.
(b) (B) is an assertion and (A) is the response.
(c) Both (A) and (B) are false.
(d) Both (A) and (B) are unrelated to each other.

16. Hazel grouse and ground squirrel are classified as species of least concern.
The statement is
(a) a logical conclusion
(b) a piece of good news
(c) ironical
(d) a pleasant surprise

17. The title of the study should be
(a) A Birds and Mammals survey
(b) Road-kills
(c) Road density in Europe
(d) Need for conservation

18. The purpose of the study is
(a) how to prevent road-kills
(b) to see who is more at risk on the roads
(c) how to plan better roads
(d) to estimate the number of road accident victims.

SECTION-B GRAMMAR AND WRITING

GRAMMAR

III. Complete the following statements by filling in the blanks with the help of given options (any five)

19. I don't see why you ...... borrow his cycle. You have one of your own
(a) should
(b) could
(c) may
(d) might

20. My family ..... in Chennai for five years now.
(a) has lived
(b) has been living
(c) had lived
(d) lived

21. ..... the letter arrive in your absence, would you like me to forward it to you?
(a) If
(b) Could
(c) Should
(d) Might

22. If he came late he .... be punished.
(a) will
(b) shall
(c) should
(d) would

23. By the time we reach the school the bell ......

(a) will be ringing
(b) will have rung
(c) would have been ringing
(d) would have rung

24. Three months ago I ..... a student of this school.

(a) was
(b) had been
(c) have been
(d) could be

TING (25-30)

You are Arun. Near the gate of your colony there is a motor mechanic's workshop. Many cars are parked outside on the pavement and even beyond. Repair work goes on. The surroundings have become filthy; pedestrians are put to trouble. Arun decides to write a letter of complaint, of course, for wider audience/readership. (any **five**)

25. The letter will be addressed to

(a) The Sanitary Inspector
(b) The Municipal Commissioner
(c) State Minister of Health
(d) Editor of a local newspaper

26. Subject of the letter should be

(a) Problems caused to pedestrians
(b) Inconvenience caused by the next door workshop
(c) Insanitary conditions at the colony gate
(d) A health hazard

27. Arun decides to write this letter as

(a) he has a personal problem with the owner of the workshop.
(b) a matter of social concern.
(c) he intends to contest the next municipal election.
(d) he is very health conscious.

28. He will arrange the contents of the letter in this way.

A. noisy surroundings
B. action requested
C. garbage littered
D. public inconvenience
E. the health hazard
F. location of the workshop

(a) B, A, C, E, D, F
(b) F, D, A, C, E, B
(c) A, C, E, B, D, F
(d) F, C, E, D, A, B

29. What kind of action would Arun suggest?

(a) Fine to be imposed on the workshop
(b) Notice on lack of cleanliness to be issued
(c) Workshop to be shifted
(d) Periodic visits of the Health Inspector

30. The correct closing of the letter should be

(a) Your's faithfully
(b) Yours faithfully
(c) Yours truly
(d) Your's truly

SECTION-C LITERATURE

This section has sub-sections—V, VI, VII, VIII and IX. There are a total of 30 questions in this section. Attempt any **26** questions from the sub-sections V to IX.

V. Read the extract given below and attempt the questions/complete the statements that follow

As for Maddie, this business of asking Wanda every day, how many dresses and how many has, and how many this and that she had was bothering her. Maddie was poor herself. She usually wore somebody's hand-me-down clothes. Thank goodness, she didn't live up on Boggins Heights or have a funny name.

31. Maddie was

(a) afraid of Peggy.
(b) as much fun loving as Peggy.
(c) a kind soul and poor.
(d) in love with Wanda.

32. (A) Maddie was sympathetic towards Wanda.
(B) Maddie didn't like Peggy.
(a) (A) is true and (B) is false.
(b) (B) is true and (A) is false.
(c) Both (A) and (B) are true.
(d) Both (A) and (B) are false.

33. (A) Maddie joined Peggy in making fun of Wanda.
(B) Maddie's parents were poor.
(a) (A) is the cause and (B) is the effect
(b) (B) is the cause and (A) is the effect
(c) Both are contradictory
(d) (A) shows the cruel nature of Maddie

34. 'Boggins Heights' is significant in the story as
(a) it is a poor neighbourhood
(b) it is the capital city
(c) Maddie did not live there
(d) it is a rich colony

35. Maddie was
(a) poor and proud
(b) poor, so sympathetic
(c) poor and sympathetic
(d) timid, so fun loving

VI. Read the extract given below and answer the questions/complete the statements that follows

The moment the letter fell into the mailbox the postmaster went to open it. It said : "God : of the money that I asked for, only seventy pesos reached me. Send me the rest, since I need it very much. But don't send it to me through the mail because the post office employees are a bunch of crooks. Lencho."

36. Lencho wrote the second letter as he was
(A) unDhappy
(B) curious
(C) hopeful
(D) thoughtful
(E) confident
(a) (A), (C) and (E)
(b) (A), (B) and (C)
(c) (B), (E) and (A)
(d) (C), (D) and (E)

37. The postmaster opened the letter expecting it to
(A) be full of thanks to God
(B) show his happiness
(C) be full of anguish for getting less money
(D) be accusing God of being miserly
(a) (C) and (D)
(b) (A) and (B)
(c) (A) and (D)
(d) (D) and (B)

38. On reading the letter the postmaster was
(a) surprised
(b) dismayed
(c) pleased
(d) puzzled

39. 'the post office employees are a bunch of crooks'. The statement is
(a) thoughtful
(b) sad
(c) dismissive
(d) ironic

40. Find the suitable word from the extract to complete the following:
sanctioned : approved : : demanded : .....
(a) fell
(b) reached
(c) went
(d) asked

VII. Read the stanzas given below and answer the questions/complete the statements that follows

He should be snarling around houses
At the jungle's edge,
Baring his white fangs, his claws,
Terrorizing the village!
But he's locked in a concrete cell,
His strength behind bars,
Stalking the length of his cage,
Ignoring visitors.

41. Study the following statements

(A) The villagers don't feel happy that the tiger is caged.

(B) We feel sad that the tiger is caged.

(C) The tiger is happy that he doesn't have to hunt for his food.

(a) (A) is right and (B) is wrong (b) (B) is right and (A) is wrong

(c) (C) is right and (A) is wrong (d) (A) is wrong and (C) is right

42. We should protect the tigers as

(a) they are majestic to look at. (b) they attract visitors to the zoo.

(c) they are ferocious. (d) they are part of our environment.

43. The tiger terrorizes the villagers as;

(a) by killing their cattle. (b) as he does not like to be hunted.

(c) as they have cleared his habitat (d) as he has got tired of being in the forest.

44. 'A tiger in the zoo ignoring visitors' is an example of

(a) Metaphor (b) Simile

(c) Irony (d) Personification

45. The tiger is reacting to his imprisonment in the zoo by

(a) quietly walking in the cage (b) showing his anger openly

(c) stalking in the cage (d) ignoring visitors

VIII. Read the extract given below and answer the questions/complete the statements that follow

He escaped easily enough from the boys who followed his footprints in London. But his adventures were by no means over. He had chosen a bad time of the year to wander about London without clothes. it was mid-winter. The air was bitterly cold and he could not do without clothes. Instead of walking about the streets, he decided to slip into a big London store for warmth.

46. The greatest problem for the invisible man was that

(a) being invisible he could do nothing. (b) he could not buy clothes to wear.

(c) he was hungry but could not buy food. (d) without clothes he was feeling cold.

47. He could escape from the boys as

(a) the boys were careless. (b) the boys too felt cold in the winter night

(c) the invisible man was cleverer than the boys. (d) he went along a street where there was no mud.

48. (A) It was stupid on his part to come out on a winter night.

(B) He was not completely stupid, though.

(a) (A) is right and (B) is wrong. (b) (B) is right and (A) is wrong.

(c) Both (A) and (B) are right. (d) Both (A) and (B) are wrong.

49. After getting rid of the boys the invisible man felt

(a) relieved (b) partly relieved

(c) anguished (d) comfortable

50. The phrase 'slip into' means the same as

(a) fall into (b) enter quietly (c) enter boldly (d) move out

IX. Attempt the following

51. Has given my heart
A change of mood (Dust of Snow)
What is the poet's mood now?

(a) Appreciative of nature (b) Thoughtful

(c) Happy (d) Cool

52. 'Paper has more patience than people' (Anne Frank)
Which of the following is not true?

(a) One can write anything on paper

(b) People have good ears for listening

(c) One can write one's diary even at night

(d) One may express one's anger on paper

53. 'In life, every man has twin obligations'. (Nelson Mandela)

(a) first to his community and the second to his country.

(b) first to his family and the second to his country.

(c) first to his country and the second to his parents.

(d) first to his community and the second to his family.

54. 'He had in fact seen his older brother catch his first herring and devour it'. (His First Flight)

How did 'he' feel?

A. Angry

B. Greedy

C. Jealous

D. Hungry

(a) A and B

(b) B and C

(c) C and D

(d) D and A

55. Mr. Keesing was annoyed with Anne as

(a) she was weak in maths.

(b) she had not done her home work.

(c) she was a naughty girl.

(d) she was very talkative.

56. The loss of a possession should make one feel (The Ball Poem)

(a) angry

(b) responsible

(c) sad

(d) careless

57. The Black Aeroplane is a/an .... story.

(a) ghost

(b) adventure

(c) mystery

(d) true

58. For Tricky's present condition

A. Both Mrs. Pumphrey and Tricky are to blame.

B. Only Tricky is to blame.

(a) (A) is right and (B) is wrong.

(b) (B) is right and (A) is wrong.

(c) Both (A) and (B) are right.

(d) Both (A) and (B) are wrong.

59. It was quite pleasant working for Anil as

(a) he was quite rich.

(b) he never complained.

(c) he was a very simple person.

(d) he could be easily fooled.

60. Griffin became a homeless wanderer because he

(a) was an eccentric scientist.

(b) was very greedy.

(c) had to go without clothes.

(d) had set fire to his landlord's house.

Answers

1 (c)	2 (a)	3 (c)	4 (b)	5 (a)	6 (d)	7 (a)	8 (b)	9 (b)	10 (b)
11 (b)	12 (b)	13 (c)	14 (c)	15 (a)	16 (c)	17 (b)	18 (b)	19 (a)	20 (b)
21 (a)	22 (d)	23 (b)	24 (a)	25 (d)	26 (b)	27 (b)	28 (b)	29 (c)	30 (b)
31 (a)	32 (a)	33 (c)	34 (a)	35 (c)	36 (a)	37 (b)	38 (b)	39 (d)	40 (d)
41 (b)	42 (d)	43 (c)	44 (d)	45 (d)	46 (d)	47 (d)	48 (c)	49 (b)	50 (b)
51 (c)	52 (b)	53 (b)	54 (c)	55 (d)	56 (b)	57 (c)	58 (a)	59 (c)	60 (d)